

My Pals are Here!

twinkl.library

English 3A



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Preface

We believe that the learning of English should be a fun and rewarding experience for pupils. Through **My Pals are Here! English**, we hope to give every pupil the opportunity to learn the English Language in a most enjoyable and rewarding way.



At level 3, text types form the organising principle of the units. Each unit is driven by a particular theme through which a text type is introduced and reinforced. The topics we have chosen are of interest to pupils of Primary 3 and are relevant to pupils' learning about the wider world. The topics and activities incorporate the three initiatives – Thinking Skills, I.T. and National Education.

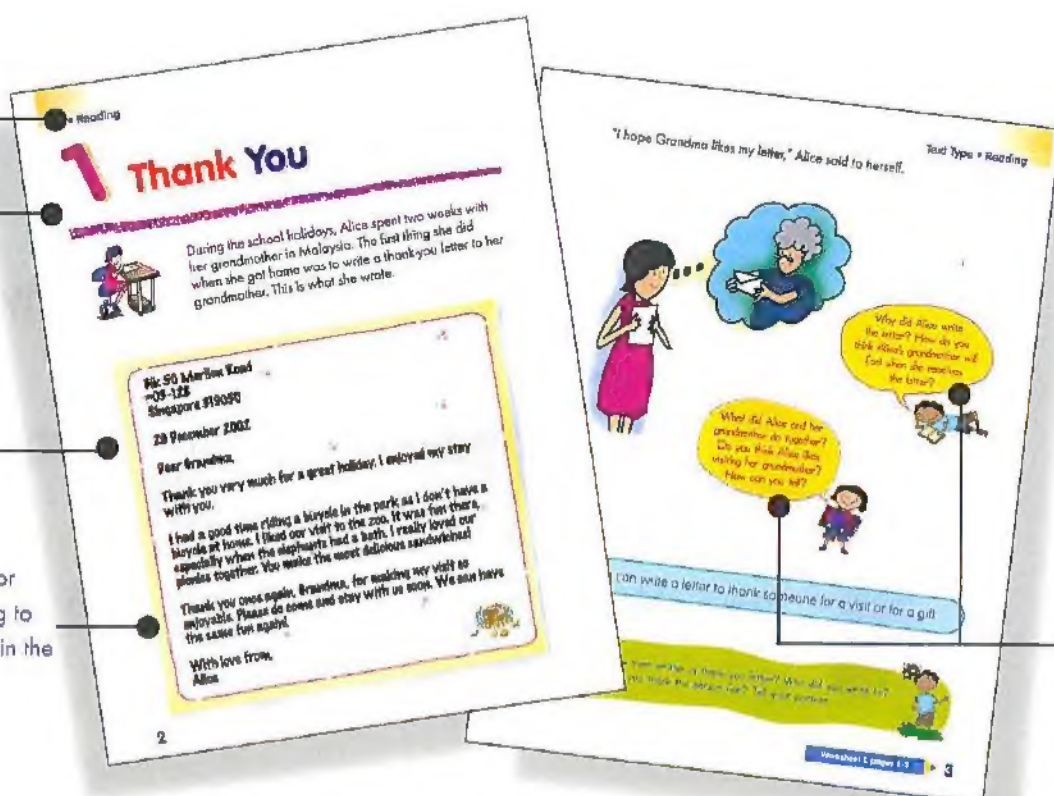


Around each central, meaningful theme, we introduce and teach Text Types, Language Skills and English Grammar. We carefully explain the structure of each text type step by step. Pupils are given a series of tasks based on each step, before being asked to produce a complete text.

This indicates which language area or skill forms the focus of the page.

Text types form the organising principle of the units. Each unit is driven by a particular theme through which the text type is introduced and reinforced.

Texts used are authentic or authenticated and belong to the text types prescribed in the syllabus.



At level 3, there are two parts to the Textbook and Workbook. Each part contains seven units. Each Workbook unit corresponds closely to the same unit in the Textbook and provides stimulating practice and reinforcement exercises for pupils.

The Teacher-assist Pack accompanying these books contains detailed 'Learning Outcomes', suggestions for oral and aural work, the development and teaching of each lesson and numerous follow-up and extension activities for pupils at all stages of learning and development.

There is a Summary of Contents at the beginning of each book and pages are cross-referenced between the Textbook and Workbook to enable pupils and teachers to find their way around the books more easily.



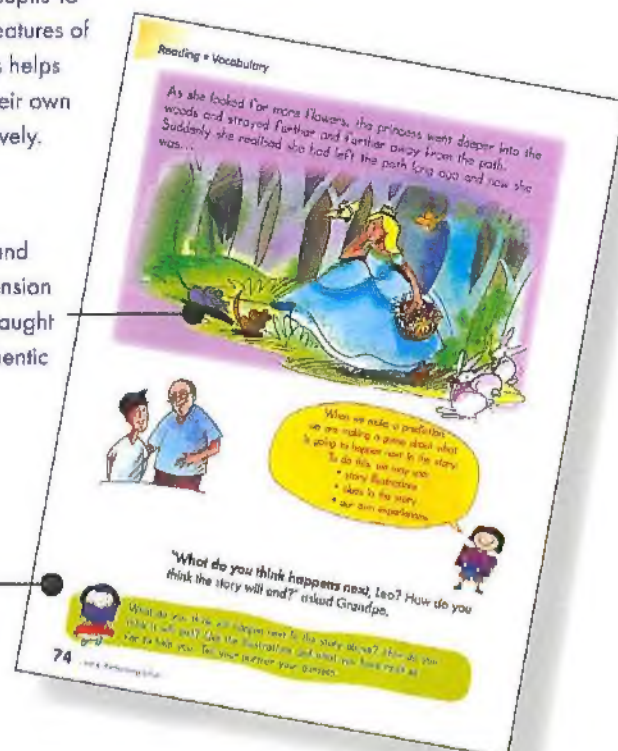
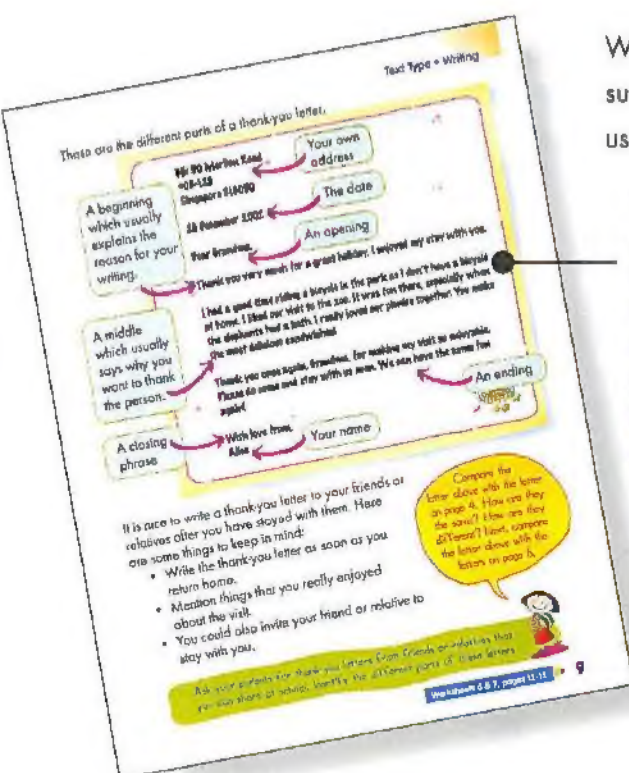
We wish all pupils continued success in their learning and use of the English Language.

The reading texts also act as a model for the writing tasks. The texts are 'unpacked' for pupils to understand the features of the text type. This helps them construct their own texts more effectively.

Reading and comprehension skills are taught using authentic texts.

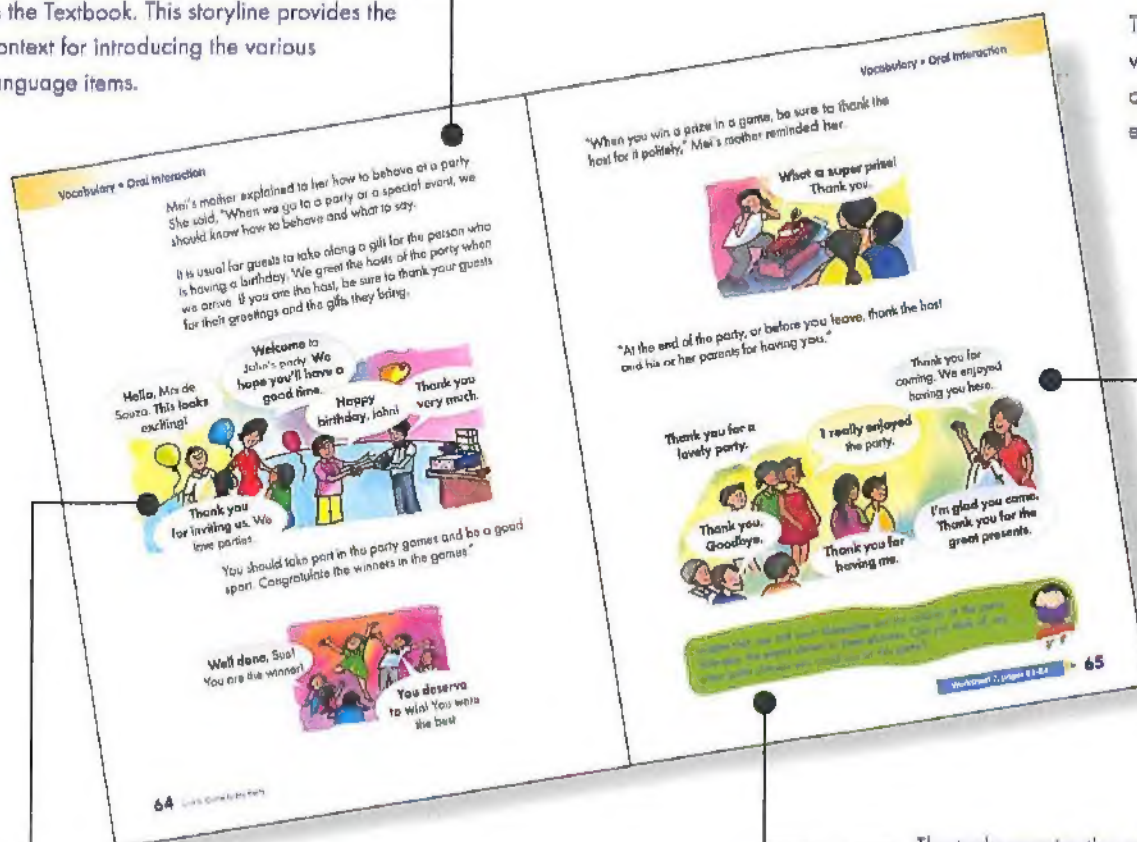
These questions draw pupils back into the text, to seek information using focused reading strategies.

Tasks are designed to promote creative and critical thinking in pupils.



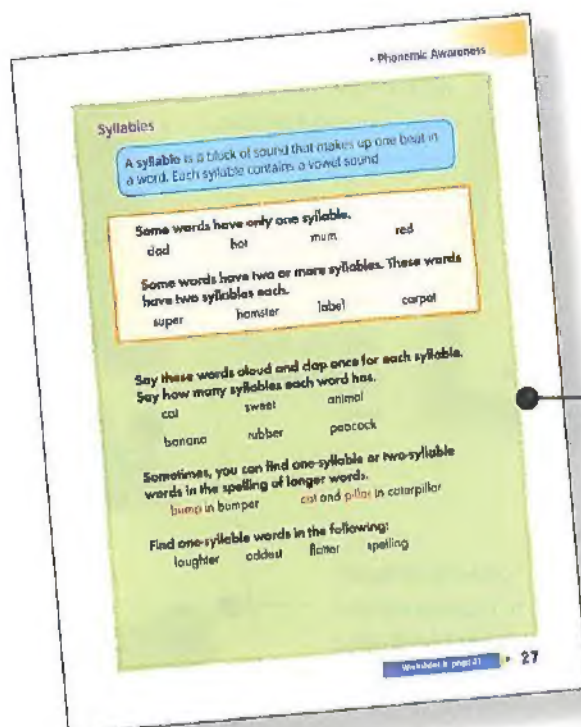
A simple storyline runs through every unit in the Textbook. This storyline provides the context for introducing the various language items.

The teaching of vocabulary is contextualised to enhance learning.



The texts and the activities that follow them provide scaffolding for the teaching and modelling of the various process skills.

The tasks require the pupils to use what they have just learned, by employing thinking skills and relating it to their own experience.



Phonemic awareness is taught systematically through interesting tasks and activities.



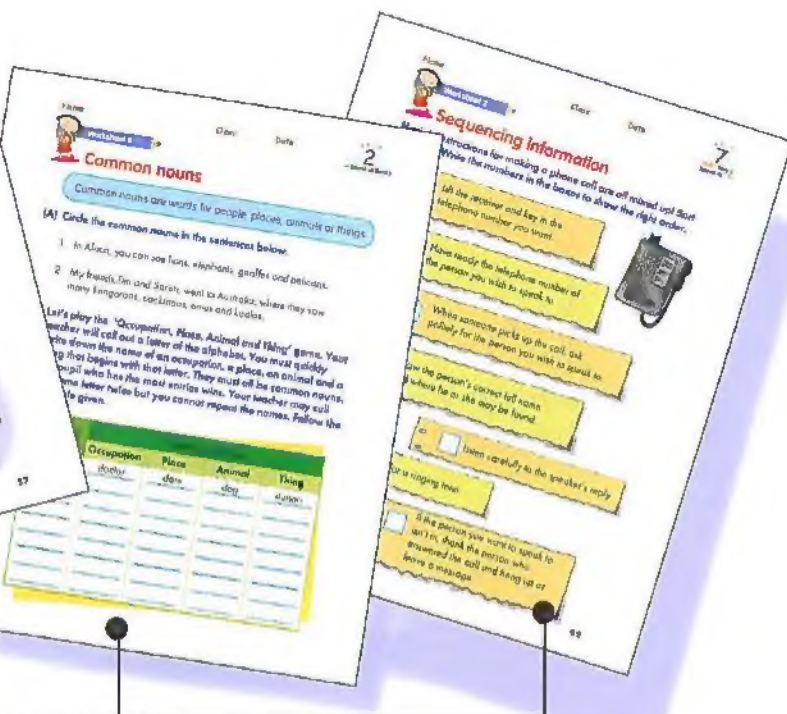
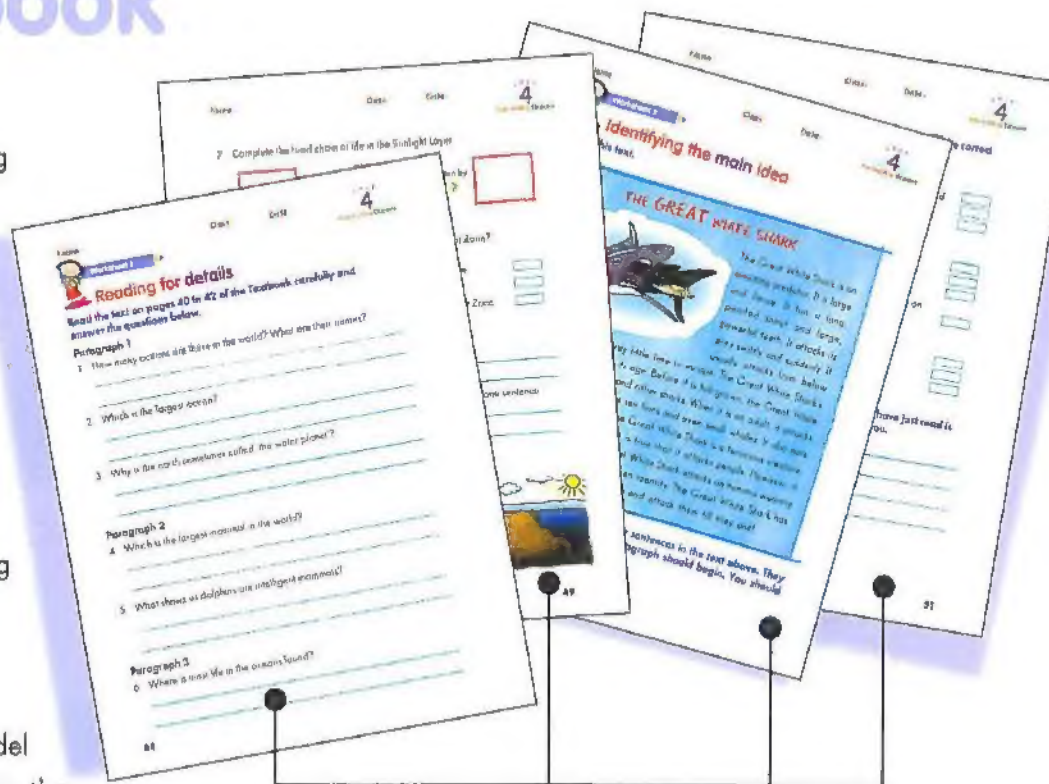
Workbook

There is a corresponding Workbook for each My Pals are Here! English Primary 3 Textbook. The tasks and activities in the Workbook have been designed to extend, supplement and complement the teaching and learning that take place in the Textbook.

Additional texts that model the text type taught in the Textbook are provided in the Workbook for the practice of reading comprehension skills.

Reading comprehension worksheets focus on a variety of reading skills and strategies.

The exercises vary in levels of difficulty and give pupils opportunities to think critically and creatively.



Text Type • Grammar

Next, Alice wrote a thank-you letter to her grandmother's neighbour, Mrs Rani Nathan. Read Alice's letter to Mrs Nathan.

80, 50 Merlion Road
#03-128
Singapore 119050
19 December 2007

Dear Mrs Nathan,

Thank you very much for the oranges that you gave me when I visited my grandmother last week.

The oranges ripened very quickly when I brought them home. My family enjoyed eating them. We ate them at breakfast, lunch and dinner!

Thank you once again for your delicious gift.

Regards,
Alice

The **past tense** tells us that an action has already taken place. We add **-ed** to most verbs to form the **simple past tense**.
visit → visited

However, some **verbs** change completely.
eat → ate

In a **thank-you letter**, many of the verbs are in the simple past tense because it talks about things that have already happened.

Read Alice's letter on page 4 of the 'Twinkl' app. Write the past tense of the verbs in the box. Check your answers with a friend.

Visit with 1, page 4

Grammar rules and punctuation are mostly taught in the context of the text type being focused on so that pupils can see how grammar contributes to making meaning. Pupils learn both the structure and function of the grammatical feature.

Text Type • Grammar

Here's how Alice wrote Mrs Rani Nathan's address on the envelope. Instead of writing her full name, she shortened it 'Rani', she wrote 'R'.

Her name
Name of the country
Her house number and street name
Name of the city she lives in and postal code

Alice wrote her own address on the back of the envelope. She used an initial for her first name.

Share how you would write your initials with a classmate. What similarities or differences are there in the way you use initials?

Sometimes, we only write the first letter, followed by a full stop, for people's first names. We call this an **initial**.

Write down your own initials on page 8 of the 'Twinkl' app. Then, use your initials to write your address on a letter. Remember to use brackets! Check your letter with a friend. How does it look?

Visit with 6, page 8



Dictionary skills are taught in a fun and interesting manner.

Alphabetical Order

Dictionary Skills

Let's play the game 'Which Letter Comes First?'. Does 'F' or 'H' come first?

'F' comes before 'H'. 'W' or 'V'?

Check, check, check!

Yes, 'D' comes before 'V'. 'Q' or 'A'?

No, 'Q' is a vowel, not a letter!

Which city would be first if they were in alphabetical order?

Auckland

How do you put Paris and Perth in alphabetical order?

You have to look at the second letter when the first letter is the same. So, Paris comes before Perth.

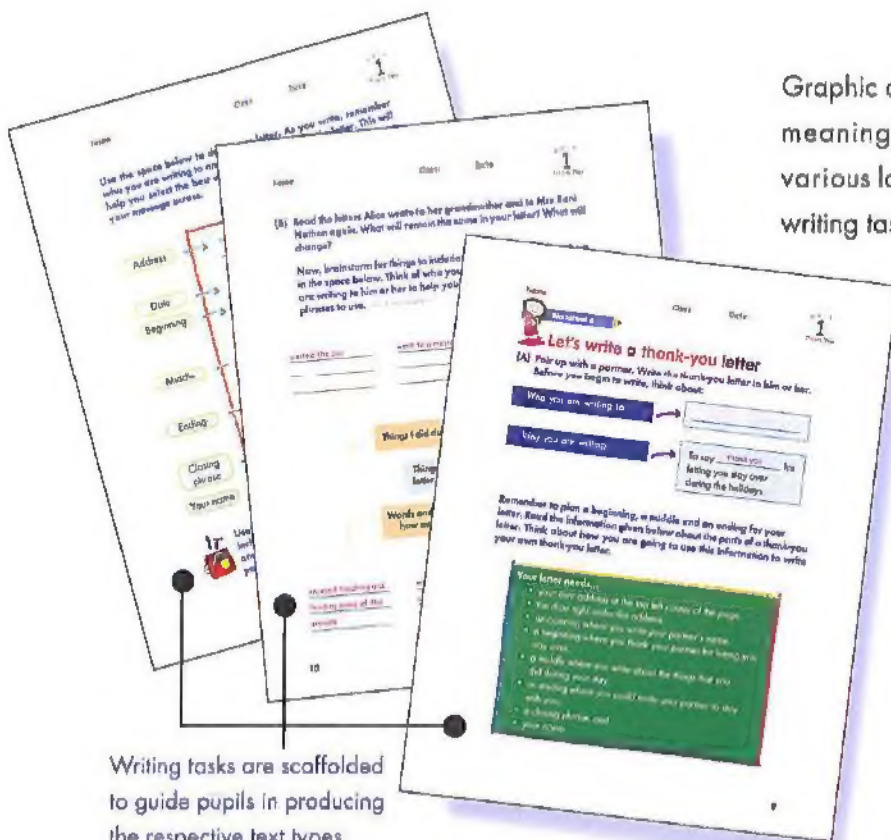
Does that mean Singapore comes before Sydney?

That's right.

Use the alphabetical order to write a letter. Make a list of five names and write them in alphabetical order.

Visit with 11, page 11

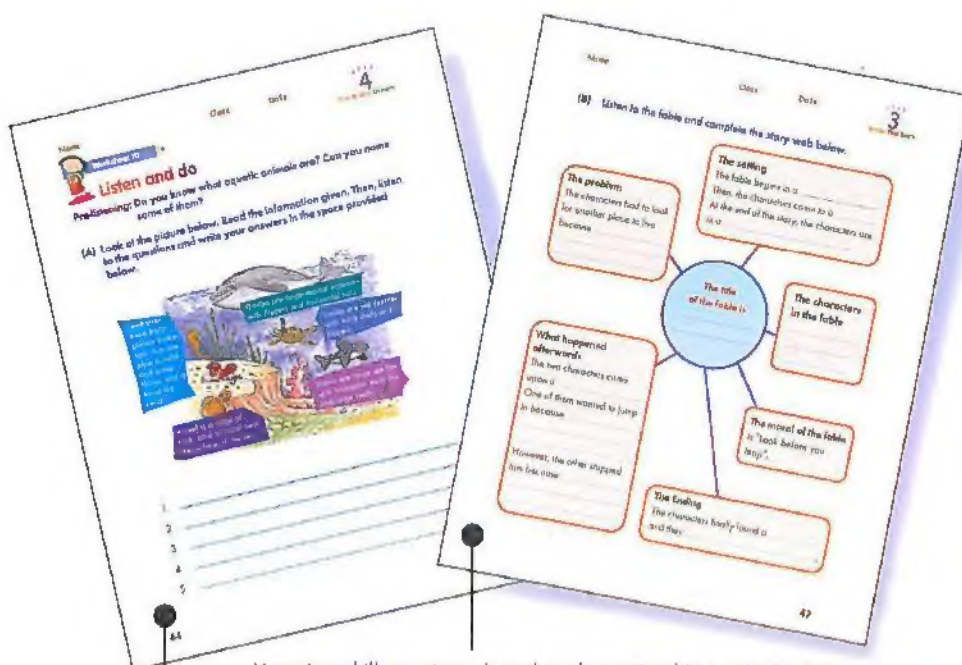




Writing tasks are scaffolded to guide pupils in producing the respective text types.

Graphic organisers are used extensively and meaningfully to provide scaffolds for the various language learning tasks, especially the writing tasks at the end of each unit.

Varied and creative tasks and activities have been designed to make language learning meaningful and enjoyable as well as to provide for different learning abilities and intelligences in the classroom.



Listening skills are introduced and practised in context using different types of pencil and paper tasks. A pre-listening activity is included to prepare pupils for the listening task. The follow-up activity is aimed at helping pupils to reflect on their learning.





Summary of Contents

Unit	Title	Text Type for Reading	Grammar/Language Conventions
1 pages 2-13	Thank You	<ul style="list-style-type: none"> • Short functional texts <ul style="list-style-type: none"> - Thank-you letters - Informal letters - Formal letters - E-mails 	<ul style="list-style-type: none"> • Grammatical features of a thank-you letter <ul style="list-style-type: none"> - Simple past tense • Features of letters <ul style="list-style-type: none"> - Addresses - Initials in names
2 pages 14-27	A World of Books	<ul style="list-style-type: none"> • General knowledge texts <ul style="list-style-type: none"> - Information reports 	<ul style="list-style-type: none"> • Grammatical features of information reports <ul style="list-style-type: none"> - Simple present tense - Common nouns • Alphabetical order
3 pages 28-39	Stories That Teach	<ul style="list-style-type: none"> • Narratives <ul style="list-style-type: none"> - Fables 	<ul style="list-style-type: none"> • Grammatical features of fables <ul style="list-style-type: none"> - Adjectives of quality - Adjectives of quantity - Direct speech • Degrees of comparison • Paragraphs
4 pages 40-55	Fascinating Oceans	<ul style="list-style-type: none"> • General knowledge texts <ul style="list-style-type: none"> - Information reports 	<ul style="list-style-type: none"> • Grammatical features of information reports <ul style="list-style-type: none"> - Proper nouns • Present continuous tense • Adverbs of manner • Wh- questions • Topic sentences
5 pages 56-69	Come to My Party	<ul style="list-style-type: none"> • Short functional texts <ul style="list-style-type: none"> - Invitations - Replies 	<ul style="list-style-type: none"> • Asking Yes/No questions • Using the verb 'have' to show ownership • Using the verb 'have' to mean 'eat'
6 pages 70-85	Performing Is Fun!	<ul style="list-style-type: none"> • Personal recounts <ul style="list-style-type: none"> - Personal letters - Diary entries 	<ul style="list-style-type: none"> • Grammatical features of personal recounts <ul style="list-style-type: none"> - Past tense - Connectors of reason • Connectors of sequence • Will/shall + verb
7 pages 86-97	Hello, May I Speak to...?	<ul style="list-style-type: none"> • Short functional texts <ul style="list-style-type: none"> - Telephone conversations - Messages 	<ul style="list-style-type: none"> • Contractions • Making suggestions • Will/shall + verb



Vocabulary	Phonemic Awareness/ Dictionary skills	Text Type for Writing	Oral Interaction
<ul style="list-style-type: none"> Opening and closing phrases in letters 	<ul style="list-style-type: none"> Alphabetical order 	<ul style="list-style-type: none"> Short functional texts <ul style="list-style-type: none"> Thank-you letters 	<ul style="list-style-type: none"> Comparing an e-mail and a letter
<ul style="list-style-type: none"> Vocabulary related to books 	<ul style="list-style-type: none"> Syllables 	<ul style="list-style-type: none"> General knowledge texts <ul style="list-style-type: none"> Information reports 	<ul style="list-style-type: none"> Asking for information Giving instructions
<ul style="list-style-type: none"> Describing characters and their behaviour in fables 		<ul style="list-style-type: none"> Narratives <ul style="list-style-type: none"> Fables 	
<ul style="list-style-type: none"> Words to describe and provide details Words to describe movement 	<ul style="list-style-type: none"> Long and short vowels 	<ul style="list-style-type: none"> General knowledge texts <ul style="list-style-type: none"> Information reports 	
<ul style="list-style-type: none"> Receiving and responding politely to invitations and offers 		<ul style="list-style-type: none"> Short functional texts <ul style="list-style-type: none"> Invitations Thank-you replies 	<ul style="list-style-type: none"> Responding to an invitation Interacting at a birthday party
<ul style="list-style-type: none"> Vocabulary for making predictions about a story 	<ul style="list-style-type: none"> Double consonants 	<ul style="list-style-type: none"> Personal recounts 	
<ul style="list-style-type: none"> Polite language in telephone conversations 		<ul style="list-style-type: none"> Short functional texts <ul style="list-style-type: none"> Telephone messages 	<ul style="list-style-type: none"> Making a telephone call Calling the emergency services



Thank You



During the school holidays, Alice spent two weeks with her grandmother in Malaysia. The first thing she did when she got home was to write a thank-you letter to her grandmother. This is what she wrote.

Blk 50 Merlion Road
#03-128
Singapore 319050

29 December 2002

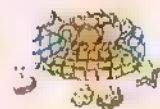
Dear Grandma,

Thank you very much for a great holiday. I enjoyed my stay with you.

I had a good time riding a bicycle in the park as I don't have a bicycle at home. I liked our visit to the zoo. It was fun there, especially when the elephants had a bath. I really loved our picnics together. You make the most delicious sandwiches!

Thank you once again, Grandma, for making my visit so enjoyable. Please do come and stay with us soon. We can have the same fun again!

With love from,
Alice



"I hope Grandma likes my letter," Alice said to herself.



We can write a letter to thank someone for a visit or for a gift.

Have you ever written a thank-you letter? Who did you write to? What did you thank the person for? Tell your partner.



Next, Alice wrote a thank-you letter to her grandmother's neighbour, Mrs Rani Nathan. Read Alice's letter to Mrs Nathan.

Blk 50 Merlion Road
#03-128
Singapore 319050

29 December 2002

Dear Mrs Nathan,

Thank you very much for the mangoes that you **gave** me when I **visited** my grandmother last week.

The mangoes **ripened** very quickly when I **brought** them home. My family **enjoyed** eating them. We **ate** them at breakfast, lunch and dinner!

Thank you once again for your delicious gift.

Regards,
Alice

The verbs in bold are in the simple past tense.



The **past tense** tells us that an action has already taken place. We add **-ed** to most verbs to form the **simple past tense**.

visit → visited

However, some **verbs** change completely.

eat → ate

In a **thank-you letter**, many of the verbs are in the simple past tense because it talks about things that have already happened.



Read Alice's letter on page 2 of the Textbook again. Why do you think she used the simple past tense? Point out the verbs that form the simple past tense by adding **-ed** and those that change completely.

Alice showed her letters to her mother. "Well done!" said her mother. Then, Alice's mother told her more about writing letters and how to end them.

"When we write letters to our friends, we use **closing phrases** like 'From', 'Yours', 'Love from', 'Best wishes', or even 'Sent with a loving kiss!'" she said.

She showed Alice a letter from her close friend. Alice looked at the closing phrase in the letter.

I feel a lot better after my treatment. Thank you once again for the lovely flowers. I hope to see you soon.

Yours,

Emily

"Here are some letters from my friends," said Alice. "Look! They have used different closing phrases."

I can stay for the holidays if your mother agrees.
Thank you for asking me.

From,
Raju

Thank you for letting me see your kittens. I had fun playing with them. You must visit me soon.

Love from,
Meiling

Think of a closing phrase for a letter to your:

- best friend
- favourite aunt or uncle
- pen pal



• Vocabulary

"Sometimes, we send or get letters from people who are not close friends or people we do not know. Some of them may be thank-you letters," said Alice's mother.

*Alpha Primary School
77 Stamford Avenue
Singapore 990991*

7 May 2002

Dear Mrs Chen,

Thank you for your help in raising funds for our school building. We hope you will continue to support our fund-raising efforts next year.

*Yours truly,
Mavis Lai
Teacher of Primary 3A*

"Sometimes, we also send letters to or receive letters from people in organisations. If we do not know each other's names, we **address** the person as '**Dear Sir**' or '**Dear Madam**'. We close such letters with phrases like '**Yours faithfully**', '**Regards**', '**Yours truly**', or '**Yours sincerely**'."

Why do you think we don't close letters to people we do not know well or to people in organisations with phrases such as 'Love' or 'With a loving kiss'?



Jupiter's Plaza
22 Parkway Point
Singapore 367299

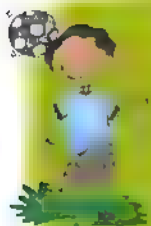
24 July 2002

Dear Sir/Madam,

Thank you for shopping at Jupiter's. We would like to present you with this \$20 voucher for use at our 'Mega Shoe Sale' next week.

We hope to see you there.

Yours faithfully,
B. Pereira
Sales Manager



Identify the formal greetings and endings in the letters on this page. You are going to write a letter to your partner at the end of this unit, thanking him or her for having you over during the school holidays. What will help you decide which opening and closing phrases to use?

Let's look at how Alice set out her letters. The first thing she did was to write her address at the top left hand corner of the page.

This is how you should write your address when you write a letter.



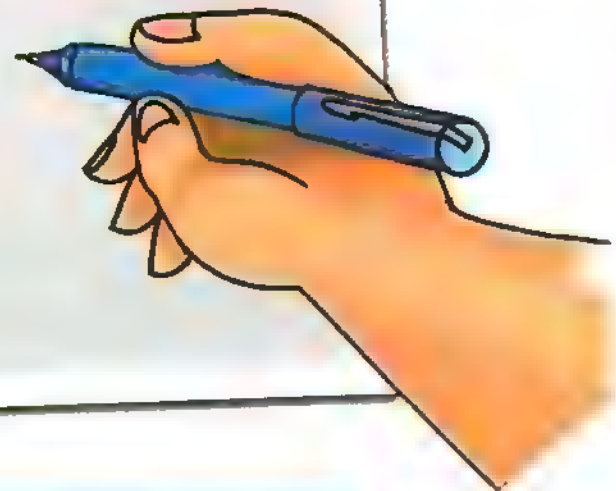
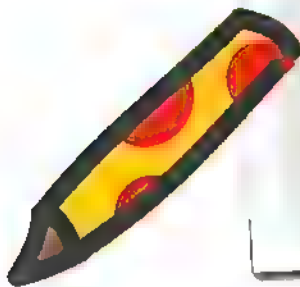
Your house or block number,
and the name of the road

**Blk 50 Merlion Road
#03-128
Singapore 319050**

Your postal code

Your unit
number, if you
are living in
a flat

The name of your
country



These days, people do not write full stops or commas
in addresses.

Here's how Alice wrote Mrs Rani Nathan's address on the envelope. Instead of writing her full name, she shortened it by using an initial for her first name. Instead of writing 'Rani', she wrote 'R.'.



Alice wrote her own address on the back of the envelope. She used an initial for her first name.

Share how you would write your initials with a classmate. What similarities or differences are there in the way you use initials?



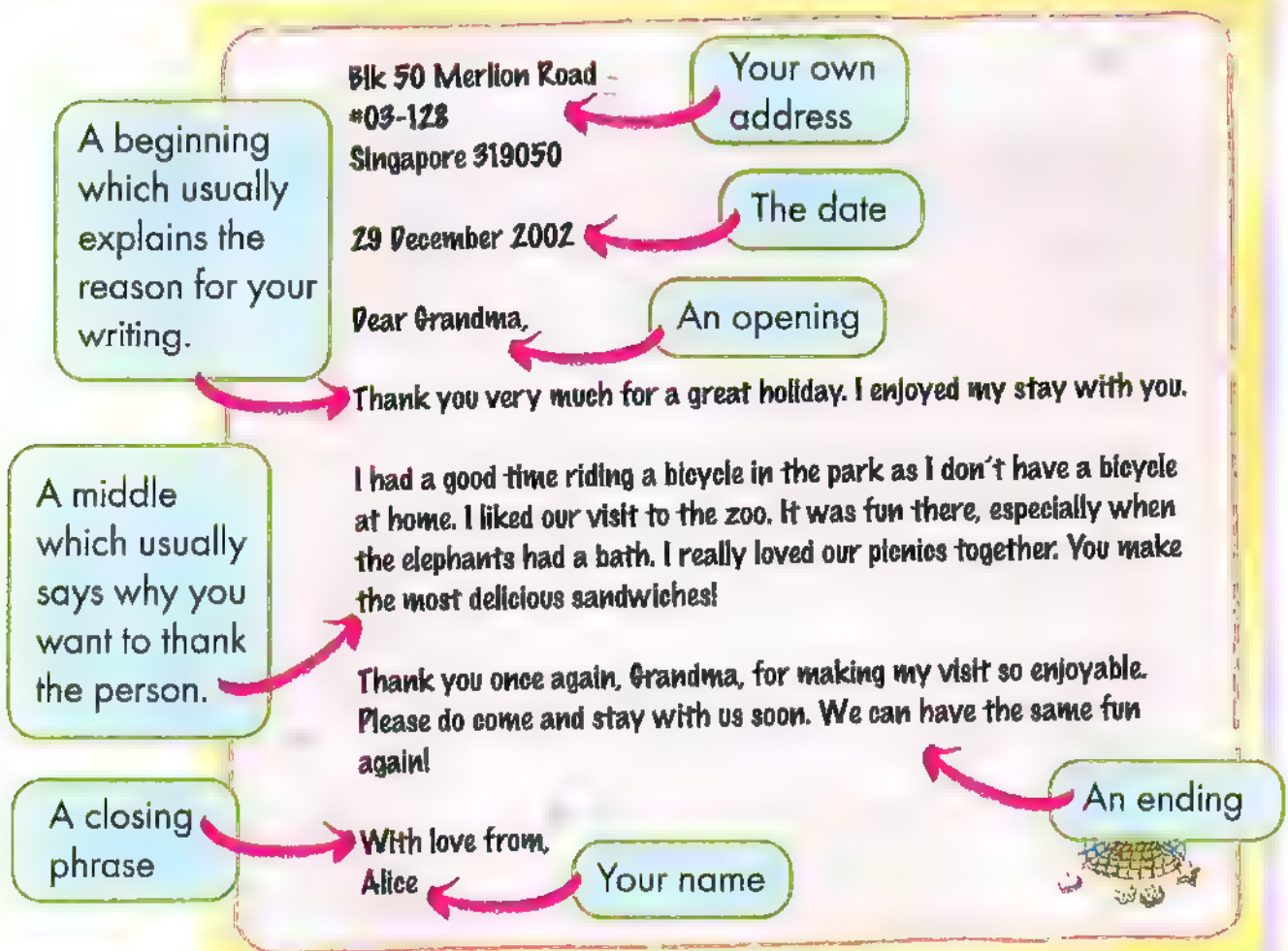
Sometimes, we only write the **first letter**, followed by a **full stop**, for people's first names. We call this an **initial**.



Write down your own address on page 11 of the Workbook. Then, find out and write your partner's address correctly on an envelope. Check that you have written your partner's initials correctly.



These are the different parts of a thank-you letter.



It is nice to write a thank-you letter to your friends or relatives after you have stayed with them. Here are some things to keep in mind:

- Write the thank-you letter as soon as you return home.
- Mention things that you really enjoyed about the visit.
- You could also invite your friend or relative to stay with you.

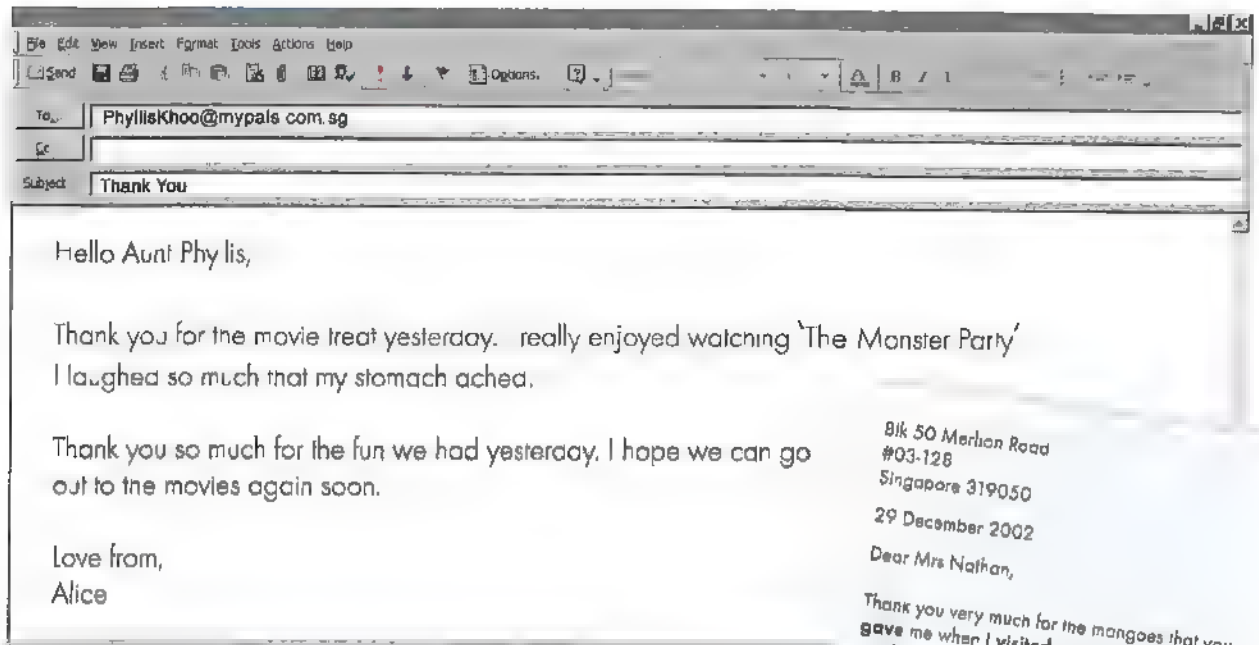
Compare the letter above with the letter on page 4. How are they the same? How are they different? Next, compare the letter above with the letters on page 6.

Ask your parents for thank-you letters from friends or relatives that you can share at school. Identify the different parts of these letters.



• Oral Interaction

When Alice returned home from Malaysia, her aunt invited her to a movie. The following day, she decided to send her aunt an e-mail to say "thank you".



How is Alice's e-mail different from her letter to Mrs Nathan?
How are they the same?

Thank you very much for the mangoes that you gave me when I visited my grandmother last week.

The mangoes ripened very quickly when I brought them home. My family enjoyed eating them. We ate them at breakfast, lunch and dinner!

Thank you once again for your delicious gift.

Regards,
Alice

Alice does not need to write her address at the top of her e-mail. However, she writes her address on the letter.

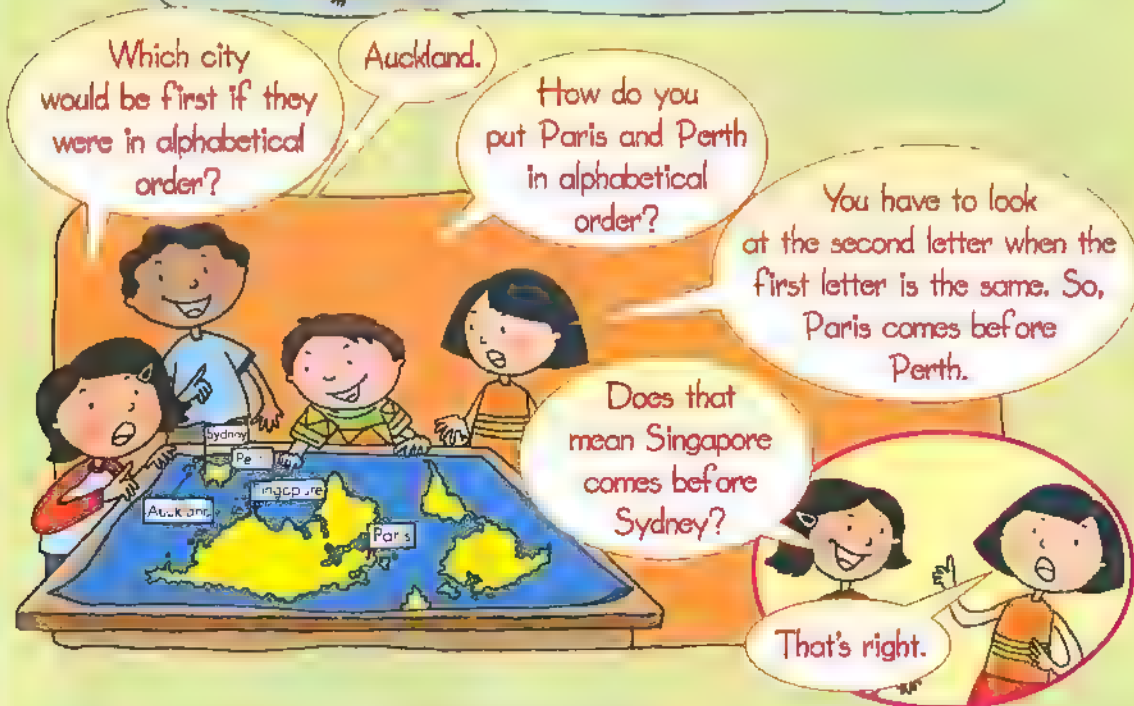


Both the letter and the e-mail have opening phrases that address the receivers.

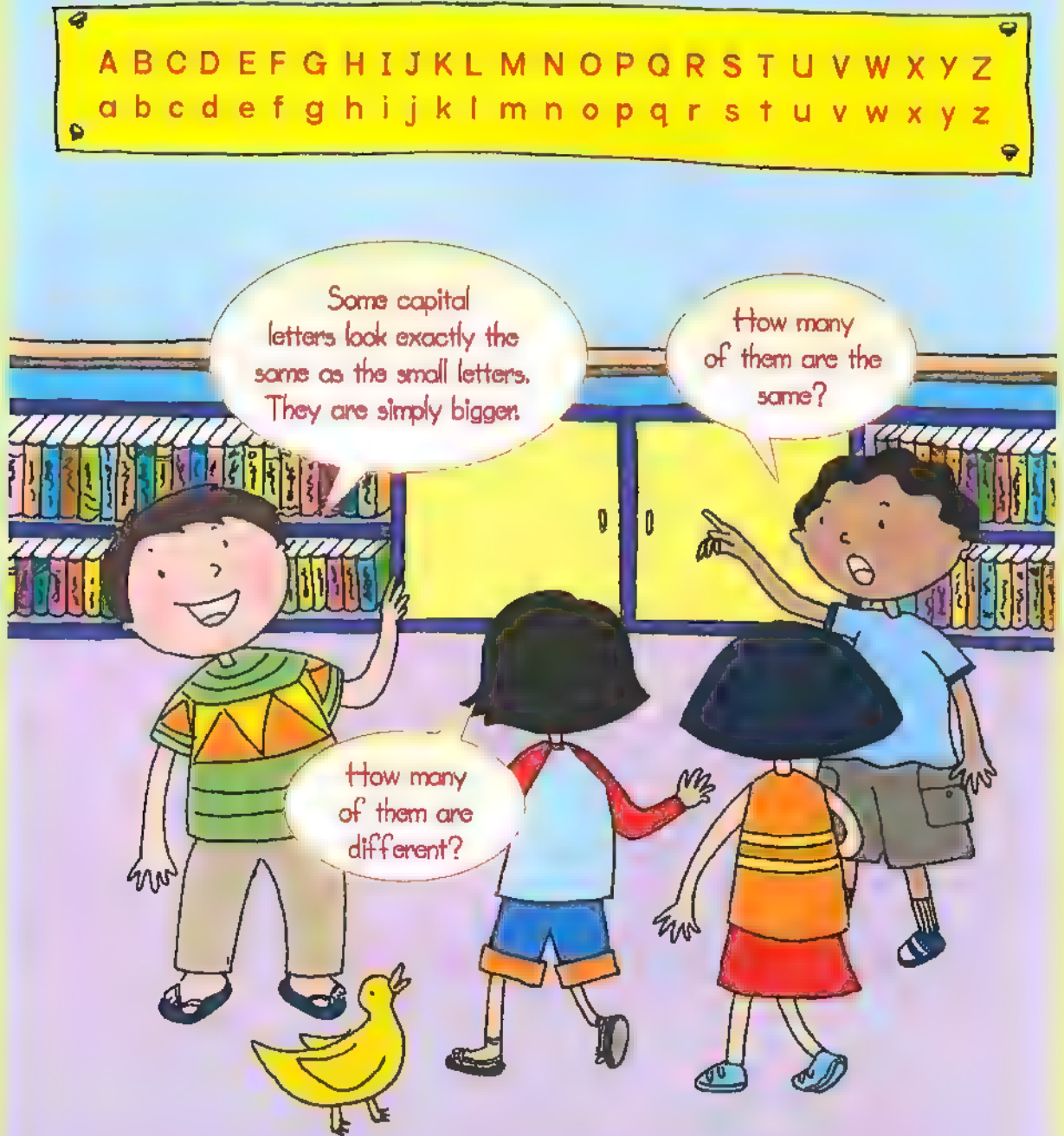


How else is an e-mail different from a letter? Talk about it in your group. Take turns to speak. You can use words such as **but**, **while** and **however** to talk about how they are different. You can use words such as **both** and **the same** as to talk about how they are the same.

Alphabetical Order



Play the alphabet game with a partner. Make a list of five cities. Swap your cities. See who can write the cities in alphabetical order first.





Play the 'Which Half of the Alphabet?' game with a partner. Use your dictionary and take turns to call out a word. Time how fast your partner can say which half of the alphabet the word can be found in.

2 A World of Books



"There are many interesting and useful places in the neighbourhood. The library is one of them. Let's find out more about it by reading this information report," Mrs Tan said to her class one day.

Read the first sentence of each paragraph of this text. Tell your partner what you think the paragraph is about. Your partner will read the rest of the paragraph and say if you are right.



THE LIBRARY

Libraries are wonderful places for people who like to read.



There are all sorts of books in a library. Some of them are fiction books. These books contain information about things, people or events which are not real. Writers use their imagination to write fiction books. There are also non-fiction books in the library. These books contain information about things that are real. Non-fiction books contain facts and information.



It is easy to find the books we want once we know how books are arranged in a library. Fiction books are arranged in alphabetical order according to the authors' surnames. Non-fiction books are arranged according to their call numbers. If we cannot find what we are looking for, we can ask the librarian to help us.

What is the difference between fiction and non-fiction texts?





We can borrow books and take them home to read. We need a library card or an identity card to do this. First, we choose our books and take them to the counter. Then, we scan the books at a machine and collect a receipt. The receipt shows the titles of the books borrowed and the due dates.

What do we need to borrow books from the library?



Different sections in a library store different kinds of books. Reference sections in libraries have books like encyclopaedias and atlases. We cannot borrow these books but we can use them while we are in the library. Many libraries also have computers and CD-ROMs to help us find the information we need.



Libraries are useful places to find information. To find the information and books we are looking for quickly and easily, we should know our library well.

Information reports tell us more about a topic. Information reports are also called **general knowledge texts**.

Often, when we read a text, we are looking for specific information. For example, we may be looking for the answer to a question. We do not need to read the whole text again to find the answer. One way we can find information quickly in a text is by reading **the first sentence of each paragraph**. It will tell us what the paragraph is about.

• Reading

Mrs Tan took her class to the school library. "We have just read about libraries. Let's see what information you can recall," Mrs Tan said to her class.

We can borrow books from the library and take them home to read.

We need a library card or an identity card to borrow books.

Libraries are useful places to find information. They have reference sections, and they sometimes have computers and CD-ROMs.

There are all sorts of books in a library. Some books are fiction and some are non-fiction.

Fiction books are arranged in alphabetical order according to the authors' surnames. Non-fiction books are arranged according to their call numbers.

Great! You have recalled almost everything!

Write the information above under the correct headings in Worksheet 1 of your Workbook.

• Oral Interaction

When you ask for help, if there is anything you don't understand, ask again when the person has finished speaking.

What happens
if two authors have
the same surname?



When you give instructions, if the person does not understand you, be prepared to explain again.

When that happens, look at their given names. A book by an author called Frank Anderson will come before one by Helen Anderson because 'F' comes before 'H' in the alphabet.



Hmm... I see.
Thank you for your help,
Tim. I'm sure I'll be able
to find my book now.

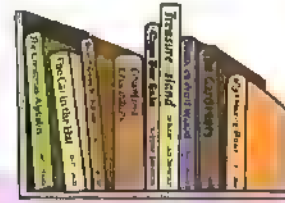
Finally, thank the person for helping you.



Ask your partner to tell you how to find a storybook by your favourite author in your school library.

"Do you know where else you can find lots and lots of books?" asked Tim.

"I know," said Ali. "A bookstore!"



Bookstores come in all sizes. Some are so large that you could get lost in them. Others are small, local bookstores. But whatever shape or size bookstores come in, they are interesting places to visit.

A general bookstore usually sells a wide range of books. It caters to children, young adults and adults. It usually offers both fiction and non-fiction books on a wide range of subjects. It frequently provides other items too, such as magazines, stationery, greeting cards, music and movie CDs and so on.

Some bookstores are specialty bookstores. They specialise in selling certain kinds of books. For example, there are bookstores which sell nothing but science fiction, fantasy and horror books.



We often use the **simple present tense** in information reports because they talk about things that are true at the present time.

Here are two sentences from the text above showing verbs in the simple present tense:

Bookstores **come** in all sizes.

A general bookstore usually **sells** a wide range of books.

Find all the verbs in the simple present tense in the text above. Identify the verbs that are in the simple present tense in the text on pages 14 and 15 of the Textbook.



When you ask someone for help, be sure to ask politely. Always say "Please". Listen patiently without interrupting while the other person is speaking.



Tim, could you tell me how I can find a fiction book in the library, please?

Finding fiction books in the library is easy if you know the author's name or the title of the book. Do you know the title of the book you are looking for or who the author is?



I'm looking for 'An Eggcellent Idea' by Christina Chin.

That's easy. First, go to the fiction section of the library. Look for the 'C' section because 'Chin' begins with 'C'.

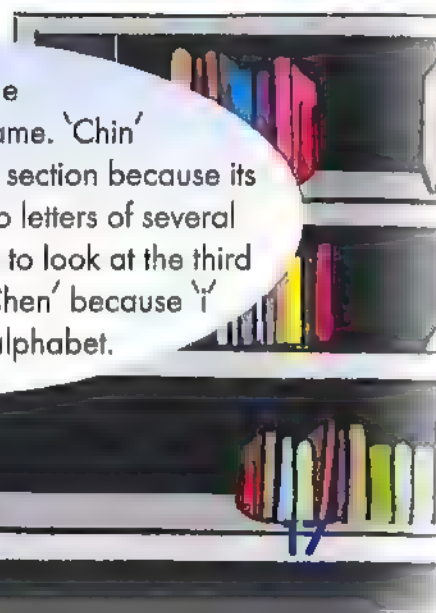


When you give instructions, speak clearly and politely. Tell the person what they will need and what they have to do.

Here we are.
What do we do next, Tim?



Now, look at the second letter of the surname. 'Chin' will be near the middle of the 'C' section because its second letter is 'h'. If the first two letters of several surnames are the same, we need to look at the third letter. 'Chin' will come after 'Chen' because 'i' comes after 'e' in the alphabet.



"Wow! There's so much to learn about bookstores! Let's read on!" said Ali.



Then, there are the bookstores which sell second-hand books. These are good places to go for bargains. Some second-hand books are rare books, first editions, autographed books and out-of-print books which book collectors love to buy.

Comic stores are especially popular with young people. They often sell both new comics as well as previous issues. Often, they allow you to exchange your old comics for new ones. Comic stores usually sell trading cards, toys, movies, CDs, posters and games as well.

In recent years, a new kind of bookstore has become popular – the on-line bookstore. On-line bookstores allow customers to check out prices, as well as buy the book that they like by using a computer. On-line bookstores are convenient but for many people, nothing beats a lazy afternoon in a real bookstore spent browsing and flipping through real books!

A **common noun** is a word for a **person, animal, place** or **thing**. Common nouns never start with a capital letter unless they are the first word in a sentence. These are some of the common nouns in the text above:

bookstores books comics

Information reports often have many common nouns because they talk about a topic in general — libraries, bookstores, chameleons and so on.



Find the rest of the common nouns in the text above.
Point out the common nouns in the information report on pages 14 and 15 of the Textbook.

"This is my favourite book," said Ali. "The title of the book is 'James and the Giant Peach'. The author of the book is Roald Dahl. The illustrator or the person who has drawn the pictures in the book is Quentin Blake."



Look at these book covers. Can you find the title of each book? Can you find the names of the authors and the illustrators?

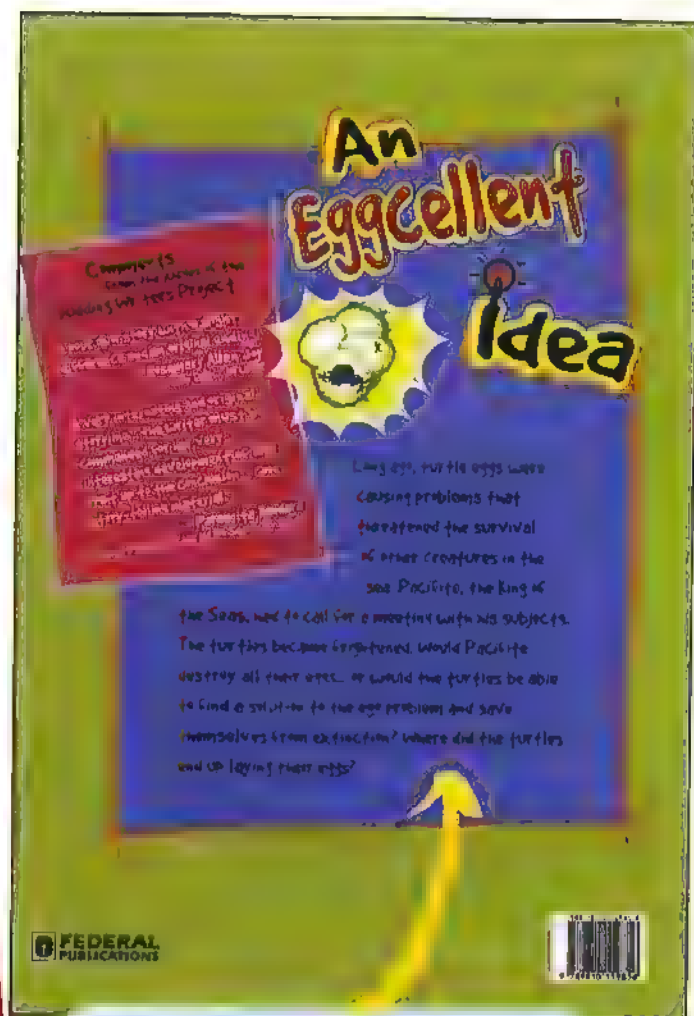
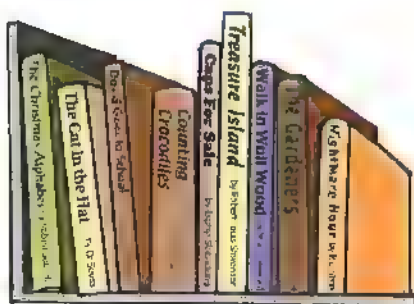
This is the **title** of the book.

This is the **author** of the book.

This is a **subtitle**. It tells us more about the book.



This is the **illustrator** of the book.



We can often find out more about a book from its **back cover**. It gives us more **information** about the book.

Some back covers also tell us about other related books.

Identify the titles, authors and illustrators of books in your classroom. Share your favourite book with your classmates. Point out all the features on its front and back covers. What else can you tell them about your favourite book?



"Let's see what's between the covers of a book," said Ali.



Facts About Books

What's Inside?

We often find the name of the publisher inside the front or back cover of a book. Sometimes, it is on the first page.

© 2002 Times Media Private Limited
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 A member of the Times Publishing Group
 Times Centre 1 New Industrial Road, Singapore 536196
 E-mail: fps@tpi.com.sg
 Online Book Store <http://www.timesone.com.sg/fpi>
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 All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers.
 ISBN 981-01-8194-9
 Edited by: Angela Lee
 Designed by: Siti Surlati Bte Tweevran
 Printed by ABC Printing Pte Ltd, Singapore

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Grandma	7
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At the front of a book, we might find a contents page. The contents page in a book tells us the names of the chapters and where they begin. Many books are divided into chapters or units. The chapters have numbers. Sometimes, they have names too.

2



Find the name of the publisher and look up the contents page in this Textbook.

Contents

9	Life Cycles	2
10	Life Cycles of Some Animals	4
11	Life Cycle of Plants	16
12	Pass It On	20
13	A Living Thing is a System	24
14	Your Sense Organs	28
15	Your Amazing Body	40
16	The Digestive System	43
17	The Skeletal System	47
18	The Muscular System	52
19	Plants and their Parts	56

The contents page in a non-fiction book tells us how the book is divided into smaller sections, what they are called, where they begin and what kind of information can be found in each chapter. A contents page helps us find our way in a book.

This is a **subheading**. Subheadings divide a chapter into smaller parts. This makes the chapter easier to read. A subheading also tells us what that part of the chapter is about.

INDEX

beaks	2 - 3
claws	2 - 3
ears	4 - 5
eyes	4 - 5
feathers	6 - 7
food	8 - 9
nests	10 - 11

Open a book and you will see that its pages have numbers. This makes it easy for us to find our way.

Sometimes, a non-fiction book has an **index** on the last page. It is a list of the topics we can find in the book. It tells us which page to find them on. An index is arranged in **alphabetical order**. This is the index from a book about birds.

Rate of evaporation

The rate of evaporation is how fast water changes to water vapour. Evaporation can happen faster or slower depending on some factors. These factors are temperature, wind, area of exposed surface and humidity.

Temperature

As air rises in temperature, water on a surface is changed to water vapour faster. The higher the temperature, the higher the rate of evaporation.



Wind

When wind blows, water vapour is carried away from the surface of water. If wind is present, the water vapour will be carried away making space for more water vapour to fill. This increases the rate of evaporation. The stronger the wind, the higher the rate of evaporation.



Choose a non-fiction book and present it to a partner. Discuss with your partner the features of your book.



Writing that gives us information about a topic is called an **information report**.

You can learn about many kinds of things by reading information reports. You can tell people about things you know by writing information reports. Information reports can be written about people, animals, places and things.

This is how an information report is organised. You will see that each **paragraph** provides information about a main idea related to the topic.

An information report has a **title** that tells us what it is about. This information report is about the library.

The **first paragraph** introduces the topic.

THE LIBRARY

Libraries are wonderful places for people who like to read.

There are all sorts of books in a library. Some of them are fiction books. These books contain information about things, people or events which are not real. Writers use their imagination to write fiction books. There are also non-fiction books in the library. These books contain information about things that are real. Non-fiction books contain facts and information.



This paragraph talks about the types of books available in a library.



It is easy to find the books we want once we know how books are arranged in a library. Fiction books are arranged in alphabetical order according to the authors' surnames. Non-fiction books have call numbers that show the order they are arranged in. If we cannot find what we are looking for, we can ask the librarian to help us.

This paragraph explains how books are arranged in the library.

This paragraph tells you how to borrow books from the library.



We can borrow books and take them home to read. We need a library card or an identity card to do this. First, we choose our books and take them to the counter. Then, we scan the books at a machine and collect a receipt. The receipt shows the titles of the books and the due dates.

This paragraph tells you about the different sections in a library.



Different sections in a library store different kinds of books. Reference sections in libraries have books like encyclopaedias and atlases. We cannot borrow these books but we can use them while we are in the library. Many libraries also have computers and CD-ROMs to help us find the information we need.

Libraries are useful places to find information. To find the information and books we are looking for quickly and easily, we should know our library well.



The **ending** rounds off the report by telling us in a general way what it has been about.

Read the texts on pages 19 and 20. Can you say what the main idea of each paragraph is? Talk about it with your partner.

You are going to write an information report on books. First, think about and list all the interesting things you would like to say about books.

Choose four main ideas to write about in your report on Worksheet 8.

Then, under each main idea, write more information about it.



Syllables

A **syllable** is a block of sound that makes up one beat in a word. Each syllable contains a vowel sound.

Some words have only one syllable.

dad

hot

mum

red

Some words have two or more syllables. These words have two syllables each.

super

hamster

label

carpet

Say these words aloud and clap once for each syllable. Say how many syllables each word has.

cat

sweet

animal

banana

rubber

peacock

Sometimes, you can find one-syllable or two-syllable words in the spelling of longer words.

bump in bumper

cat and **pillar** in caterpillar

Find one-syllable words in the following:

laughter

oddest

flatter

spelling

3 Stories That Teach



"I have borrowed a book of fables from the library. Let's read it together," Peter said to Rosnah.

"Here's a fable about a tricky mouse deer. Let's read it first," Rosnah replied.

Mouse Deer and the Big Hole

Once, there lived a mouse deer in the forest.

One day, Mouse Deer fell into a big hole. "Oh dear!" he thought. "How will I ever get out?"

Just then, Buffalo came by.

"Hurry up!" shouted Mouse Deer. "The sky is about to fall on us! Quickly jump into this hole!"

Buffalo jumped into the hole.

Not long after, Wild Boar came by.

"Hurry up!" shouted Mouse Deer again. "Jump into this hole! The sky is about to fall on us!"

Wild Boar jumped into the hole too. He landed on Buffalo.

What did Mouse Deer tell the other animals to make them jump into the big hole?



Barking Deer heard all the noise. He peered into the hole. "What are all of you doing?" he asked.

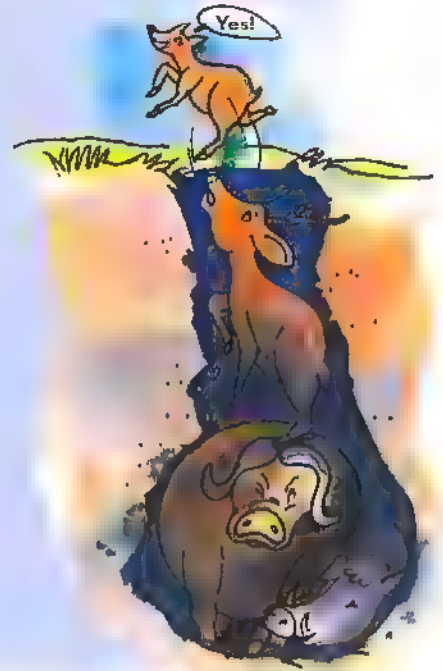
"Oh!" said Mouse Deer. "The sky is about to fall on us! Jump into this hole and you will be safe."

Barking Deer jumped quickly into the hole too.

"Now, let me climb up and see what is happening," said Mouse Deer. He climbed up onto Wild Boar, then onto Buffalo and Barking Deer. With a skip and a hop, he was out of the hole.

After a while, Barking Deer called out, "What's happening, Mouse Deer?"

There was no reply! That tricky Mouse Deer was nowhere to be seen!



How do you think the other animals felt when they realised what Mouse Deer had done? How do you think Mouse Deer felt when he was out of the hole?



A **fable** is a special kind of story. It is a story that teaches us a lesson. The lesson in a fable is called its **moral**.

Fables have **animal characters**. The animals do not have names. They are just called **Mouse Deer**, **Buffalo**, **Fox** and so on.

What can we learn from the fable 'Mouse Deer and the Big Hole'? Talk about it with your partner. Then, together write a moral for the fable. Do you know a fable from your community or country? Share it with your class.





"This book says that the most famous of all fable tellers was a Greek slave called Aesop," Peter told Rosnah.

"Yes, Aesop lived nearly two thousand years ago," said Rosnah. "Look! Here's one of Aesop's fables."

The Fox and the Crow

One fine day, a sly fox saw a crow fly past. Crow settled on the branch of a tree. In her beak was a piece of delicious cheese.

Fox was hungry and wanted the cheese for himself. He walked to the foot of the tree.



"Dear Mistress Crow," Fox said in his kindest, softest voice. "How fine you look today! Your feathers are the shiniest and your eyes are the brightest I have ever seen. You are by far the most beautiful of birds. I am sure your voice is the sweetest I have ever heard. Sing me just one sweet song to prove it, and I will call you 'Queen of all the Birds'."

The happy crow opened her beak to caw. The cheese fell to the ground where it was snapped up by Fox.

"Here's some advice in exchange for your cheese," Fox said to the foolish crow. "Do not trust flatterers!"

"Did you notice the fables we read did not have people in them?" asked Peter.

"Yes," said Rosnah, "The characters in 'The Fox and the Crow' are a fox and a crow."



Read other fables from books that you borrow from the library. Identify the characters and moral of each fable.



Mouse Deer was **cunning**!



Fox was **sly**. He tricked Crow.



Crow was too **vain**. She believed everything that Fox said about her.



Rosnah and Peter are talking about the characters in the fables they have just read. They use adjectives to describe them.

Animal	Words describing animal's character
Mouse Deer	cunning, sly
Buffalo	trusting, silly
Fox	sly, crafty
Crow	vain, foolish

Adjectives help us to describe **people, places, animals** and **things**.

We can use **adjectives** to describe the animals in a story and how they behaved:

tricky Mouse Deer

happy Crow



Can you think of other adjectives that you can use to describe the characters in the two fables you have just read?

We also use adjectives to compare people, animals, places or things.

The cat was **silly**. But the rat was **sillier than** the cat because it thought it was **stronger than** the cat.

When we compare two people, animals, places or things, the adjective often ends in **-er**. We also often use **than** together with the adjective.

Sometimes, we compare three or more people, places, animals or things.

The lion was **the silliest** of all the animals because it was tricked by a little goat.

Many adjectives that compare three or more people, places, animals or things end in **-est**. We often add **the** before this form of the adjective.

Notice how the **y** changes to an **i** in these adjectives.
lonely lonelier loneliest
early earlier earliest

With some adjectives, we have to use **more** and **most** when we use them to compare.

Adjectives that need **more** and **most** when we use them to compare are usually adjectives with two or more syllables.

beautiful	more beautiful	most beautiful
powerful	more powerful	most powerful
excited	more excited	most excited

Some adjectives change altogether when we use them to compare.

good	better	best
little	less	least
bad	worse	worst

Read the fable 'The Fox and the Crow' on page 30. Point out all the adjectives that the fox uses to describe the crow. What does the fox compare the crow with? Why do you think he does that?

"Let's read another fable," said Rosnah.

The Fox and the Crane

In days gone by, the fox and the crane often visited each other. **One** evening, Fox decided to play a trick on Crane. He invited her to dinner. There was, however, nothing for dinner but **some** soup in two shallow dishes. Fox could easily lap up the soup. Crane, with her long, thin beak, could not drink any soup at all. In a **few** gulps, Fox finished **all** the soup.

"I am so sorry," said Fox. "I had **all** the soup and you did **not** get **any**."

"That doesn't matter," said Crane. "Come and have dinner with me next week."

The next week, Fox arrived at Crane's house for dinner. Crane served soup as well. But Fox was dismayed to see that the dinner was in two jars with long, narrow necks. He couldn't fit his snout into the jar. Crane finished **all** the soup.

"I did **not** have **any** dinner, Mrs Crane," said Fox.

"Well, from now onwards, I hope you will remember to do unto others as you would have them do unto you," said Crane.



The words in bold in the fable above tell us about **quantity** or **number**. They answer the questions – **How many?** or **How much?**

How much soup did the fox drink? The fox drank **all** the soup.

How many dishes were there? There were **two** dishes.

Here are some words we can use with countable nouns to answer the question — **How many?**:

one two three... some all several few not... any

Here are some words we can use with uncountable nouns to answer the question — **How much?**:

much little all some not... any

Here are different ways of writing a question in direct speech.

"What are all of you doing?" he asked.

He asked, "What are all of you doing?"

Point out the similarities and differences in the use of punctuation in each pair of sentences.



Here are different ways of writing an exclamation or order in direct speech.

"Hurry up!" Mouse Deer shouted.

Mouse Deer shouted, "Hurry up!"

Now, read the following sentences and punctuate them. Explain your choice of punctuation marks to your partner.

How hot it is exclaimed Ant

Come and chat with me instead of toiling and moping in that way Grasshopper said

I am helping to gather food for the winter said Ant

Why bother about winter asked Grasshopper We have got plenty of food at present

Direct speech makes stories more interesting.



Find one statement, one question and one order or exclamation in direct speech in one of the other fables in this unit. Point out to your partner the punctuation marks used in these sentences.

Let's look closely at some sentences that the characters say in the fable 'Mouse Deer and the Big Hole'.



"What are all of you doing?" he asked.

"Hurry up!" shouted Mouse Deer.

"Now, let me climb up and see what is happening," said Mouse Deer.

We put **quotation marks** (" ") before and after the words which are actually spoken. We call this **direct speech**. The first word within quotation marks begins with a capital letter.

We can use direct speech for statements, questions, exclamations or orders.

When we write direct speech, we can mention the speaker before or after the words that are actually spoken. As you read the examples that follow, think about the similarities and differences in the use of:

- Quotation marks
- Commas
- End punctuation
- Capital letters

Here are different ways of writing a statement in direct speech.

"Now, let me climb up and see what is happening," Mouse Deer said. "I will tell you once I find out."

Mouse Deer said, "Now, let me climb up and see what is happening. I will tell you once I find out."



"Fables are interesting. They also have a pattern," said Rosnah.

Here are some of the things that Peter and Rosnah noticed about fables.

The title

Mouse Deer and the Big Hole

A fable has a title.

The setting

In the forest

The writer tells you where the story takes place.

The characters

Mouse Deer Buffalo
Wild Boar Barking Deer

The writer tells you who is in the story. The writer uses animal names for the characters. The writer may also tell you what the characters are like – 'tricky Mouse Deer'.

The problem

Mouse Deer falls into the hole.

Something happens among the animals. This sets the scene for the lesson or moral.

The action

Mouse Deer gets the other animals to jump in one by one. Then, he climbs over them to get out of the big hole.

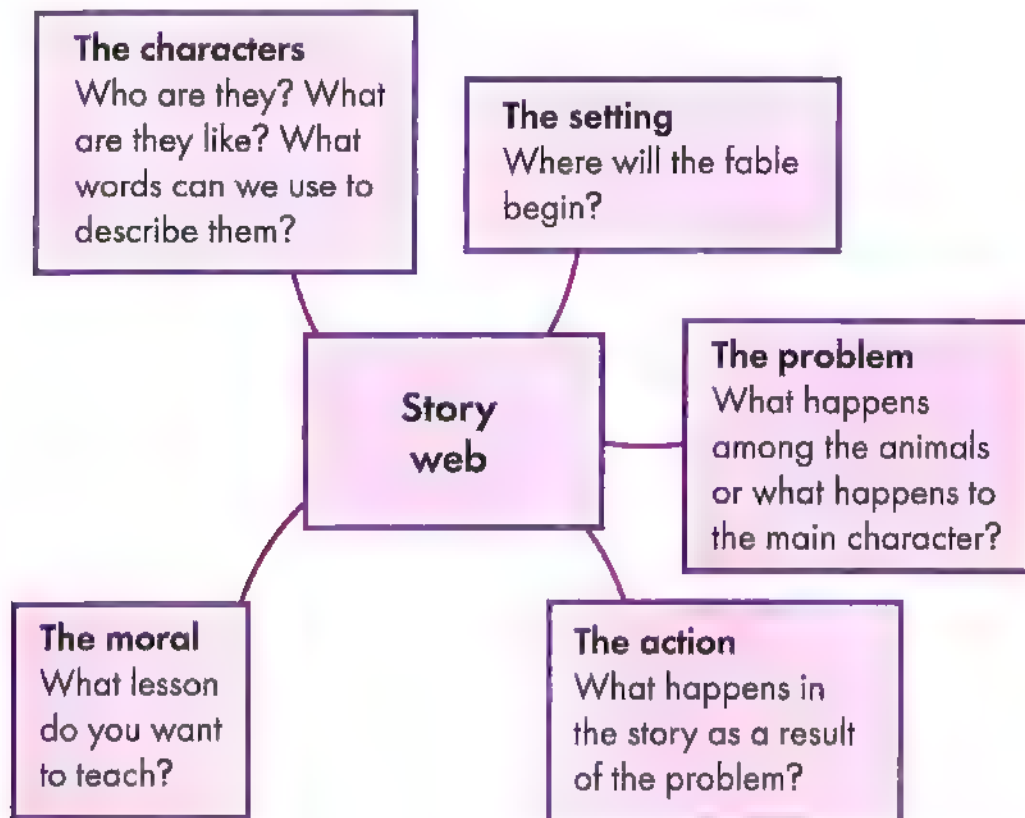
One or more of the characters act foolishly or cunningly. This becomes the lesson.

The moral

Don't act without thinking.

The moral tells the lesson behind the fable. In some fables, the writer may tell us what the moral is. In others, the writer may want us to think about it ourselves.

Here are some things we need to think about when we plan a fable.



Look at the fable 'The Fox and the Crow'. There are five paragraphs in this fable.

- Paragraphs help us to organise our writing.
- We start a new paragraph when we talk about something new or different.

When we are writing a fable, it is a good idea to make a chart like the one on page 36 or to use a story web to plan what we want to write.

Draw a story web for one of the fables you read in this unit together with a partner.

Your partner will tell you a fable he or she has read. Can you identify the problem in it?



"Let's write our own fable," said Rosnah.

"To write any story, we must plan it first," said Peter.

This is how Rosnah and Peter plan their fable.

First, they think about the moral they want to use and what it means.

Let's use
'Little friends may
prove to be great
friends'.



This saying
tells us not to look
down upon those who
are small or weak.



Next, they decide on the problem.

A big animal
is proud of his strength
and thinks it will keep
him safe. He mocks
little animals.



Another animal
will make him change
his mind.

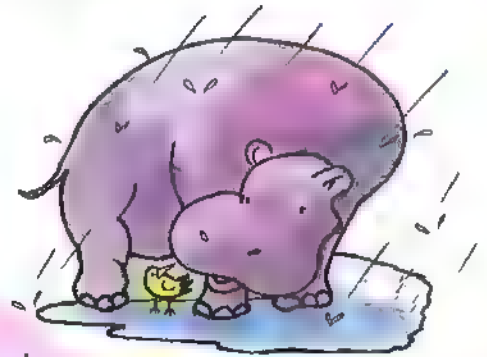


Then, they decide on the animal characters by thinking about how they act.

Little birds are tiny but swift and active. They also like to rest on hippopotamuses.



Hippopotamuses are big and over-confident. They are also lazy – they just roll about in the mud all day.



Peter and Rosnah decide on the setting of the fable.

Hippopotamuses and the little birds both live in rivers.

Let's set our fable in a river in a thick forest.



Peter and Rosnah decide what the characters are going to do in the fable to teach the readers the moral.

When you plan your fable, you can use the same plan as Peter and Rosnah's or you can follow a different order. Perhaps you might like to choose your animal characters first. You can start from any part of the fable chart but remember to use all the parts of the chart.

Work in a group. Use Peter and Rosnah's ideas above to plan your own fable. Share your group's ideas with the class. Write out a class fable entitled 'Hippopotamus and the Little Birds'.



A Fascinating Oceans



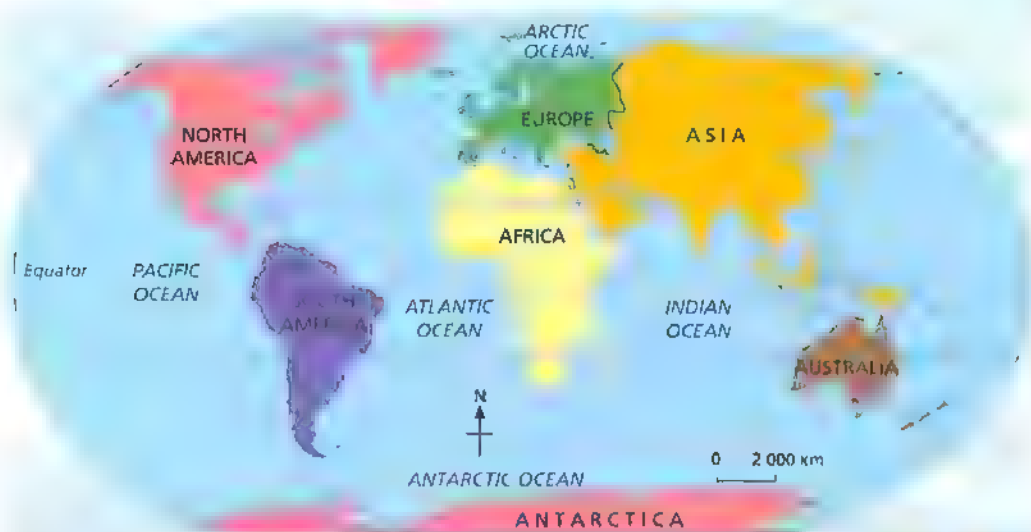
"I love the ocean," said Ben. "I want to be a diver when I grow up. Let's read this article about oceans."

The Oceans



Paragraph 1

Oceans make up nearly three-quarters of the earth's surface. In fact, the earth is sometimes called 'the water planet'. There are five oceans in all. The Pacific Ocean is the largest ocean. The other four oceans are the Atlantic Ocean, the Indian Ocean, the Antarctic Ocean and the Arctic Ocean.



Earth's oceans and continents



Paragraph 2

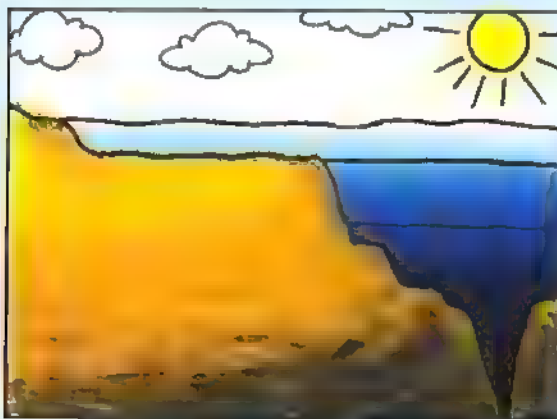
Name some of the life forms found in the oceans.



The oceans are alive with all kinds of life forms. Strange and amazing creatures like giant squids, seahorses and sea cucumbers live in the oceans. There are tiny plants that are so small that you would need a microscope to see them. There are huge animals like the blue whale, which is the largest mammal in the world. There are other intelligent mammals like dolphins, which can 'talk' to one another.

Paragraph 3

Scientists divide the oceans into layers to study them closely. Most life forms in the oceans are found in the Sunlight Zone. Here, there is enough sunlight for tiny plants to grow. Small animals feed on these plants. These small animals are food for larger animals.



← Sunlight Zone
← Twilight Zone
← Midnight Zone
← Abyss and Trenches

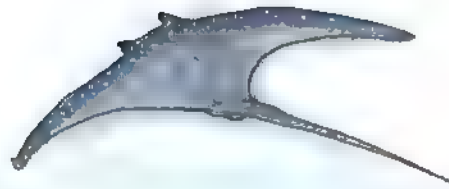
The layers of the ocean

Paragraph 4

The second layer down is the Twilight Zone. This layer is colder and darker than the Sunlight Zone. Not enough light reaches this layer for plants to grow. Fewer animals are found here. Many of the animals in this layer have large eyes to help them see well in the dark. Some of them even have eyes that glow in the dark!

Why are fewer animals found in the Twilight Zone?





Paragraph 5

Below the Twilight Zone is the Midnight Zone. No sunlight reaches this layer. It is icy cold. Food is scarce here and there is not much animal life. Some of the creatures that live here have huge mouths and stomachs. They must eat whatever they catch, however big it is. They often go without food for a long time before they catch another meal!

Paragraph 6

The abyss and trenches are still deeper. The deepest sea trench is the Mariana Trench in the Pacific Ocean. It is more than 11 000 metres below the surface of the ocean!

Paragraph 7

Scientists have learned much about the oceans. There are, however, many mysteries still waiting to be explained.

This is an **information report**. It provides **factual information** about the oceans.



"This information report contains a lot of useful facts about the oceans. How can I understand it better though?" Ben asked Raju.



"That's simple. You can begin by looking for the main idea in each paragraph," Raju explained.

Here's how you can identify the main idea in each paragraph. Read the paragraph slowly and carefully.

Oceans make up nearly three-quarters of the earth's surface. In fact, the earth is sometimes called 'the water planet'. There are five oceans in all. The Pacific Ocean is the largest ocean. The other four oceans are the Atlantic Ocean, the Indian Ocean, the Antarctic Ocean and the Arctic Ocean.



We can say what the above paragraph is about in one or two sentences:

Oceans make up a large part of the earth.

This is the main point or main idea of the paragraph.



Now, compare it with the first sentence in the paragraph.

Oceans make up nearly three-quarters of the earth's surface.

The first sentence gives us an idea of what the rest of the paragraph is going to talk about.



Sometimes, the first sentence in the paragraph tells us what the **main idea** in the paragraph is. It is called the **topic sentence**.

All the other sentences in the paragraph provide more details about the topic sentence by providing examples or explaining it further. Let's examine the first paragraph of 'The Oceans' again.

Oceans make up nearly three-quarters of the earth's surface.

topic sentence

In fact, the earth is sometimes called 'the water planet'.

more details

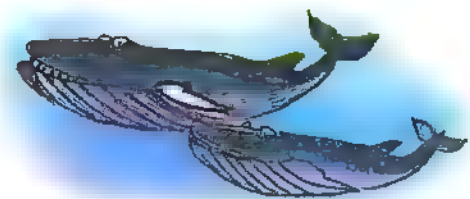
There are five oceans in all. The Pacific Ocean is the largest ocean. The other four oceans are the Atlantic Ocean, the Indian Ocean, the Antarctic Ocean and the Arctic Ocean.

further details that support the topic sentence

Now, read the next paragraph on page 41.

- What is the main idea?
- Which is the topic sentence?
- What does the rest of the paragraph do?

Talk this over with your partner.



Identify the topic sentences in each of the remaining paragraphs in 'The Oceans'. Say what the main idea in each paragraph is.

The information report on oceans gives us many facts about oceans. One way in which it does this is by using adjectives to describe the things it talks about.

Read this paragraph from the report. Some of the adjectives have been removed from it.

The oceans are alive with all kinds of life forms. Creatures like squids, seahorses and sea cucumbers live in the oceans. There are plants that are so small that you would need a microscope to see them. There are animals like the blue whale, which is the largest mammal in the world. There are other mammals like dolphins, which can 'talk' to one another.



Now, read it again with all the adjectives placed in it.

The oceans are alive with all kinds of life forms. **Strange** and **amazing** creatures like **giant** squids, seahorses and sea cucumbers live in the oceans. There are **tiny** plants that are so small that you would need a microscope to see them. There are **huge** animals like the blue whale, which is the largest mammal in the world. There are other **intelligent** mammals like dolphins, which can 'talk' to each other.



Adjectives describe things and provide more details about them.

Can you see how adjectives describe things and provide more details about them?



Try to replace the adjectives in bold in the paragraph above from 'The Ocean' with other suitable adjectives. Compare your choice of adjectives with your partner's. Did you choose similar or different words? Look at other paragraphs in the information report 'The Oceans'. Underline the adjectives in them.



"My dream is to explore the **Mariana Trench**," said Ben.

Sometimes, information reports contain **proper nouns**. They are used to refer to **specific objects** (such as people, places, animals or things).



Remember, proper nouns begin with a capital letter. They name a specific person, animal, place or thing.

Names of towns, cities, states, countries and oceans are proper nouns.

Malacca **S**ingapore **S**abah **I**ndonesia
Pacific **O**cean

Proper nouns sometimes consist of two or more words. Each word then begins with a capital letter.

Kuala **L**umpur **I**nternational **A**irport
Singapore **B**otanic **G**ardens
Atlantic **O**cean
Mariana **T**rench

How are proper nouns different from common nouns?

Sometimes, proper nouns contain smaller words such as prepositions and articles. These words do not begin with capitals.

Straits **o**f **M**alacca **t**he **Q**ueen **o**f **E**ngland



Find other proper nouns in the information report 'The Oceans' on pages 40 to 42.



Ben and Raju's class is watching a documentary film about ocean creatures. The commentator is telling the viewers what is happening in the film.



"This mackerel **is hunting** sardines."



"This starfish **is crawling** along the ocean floor. It **is looking** for food."



"These turtles **are heading** for the shore to lay their eggs."



The verbs in red are in the **present continuous tense**. We use the present continuous tense to talk about things that are going on or happening now.

We form the present continuous tense like this:

am/is/are + verb + -ing

For some verbs, we just add **-ing** to the verb:

read → **reading**

try → **trying**

Samy **is reading** a book.

The children **are playing** football.

When there is a silent **e** at the end of a verb, we remove the **-e** before adding **-ing**:

give → **giving**

slide → **sliding**

She **is giving** the boy food.

The water droplets **are sliding** down the pane.

In some verbs, we double the final consonant before adding **-ing**:

rub → **rubbing**

get → **getting**

The boy **is rubbing** his eyes.

We **are getting** our report books today.

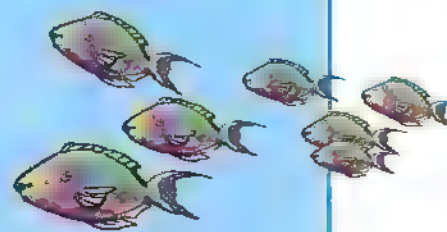
If a verb ends with **-ie**, we change the **-ie** to **-y**, then add **-ing**:

tie → **tying**

lie → **lying**

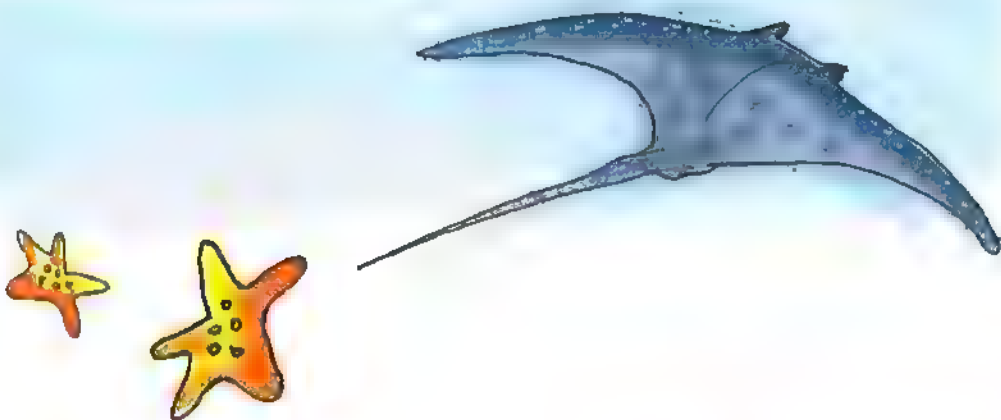
I **am tying** my shoelaces.

She **is lying** down.

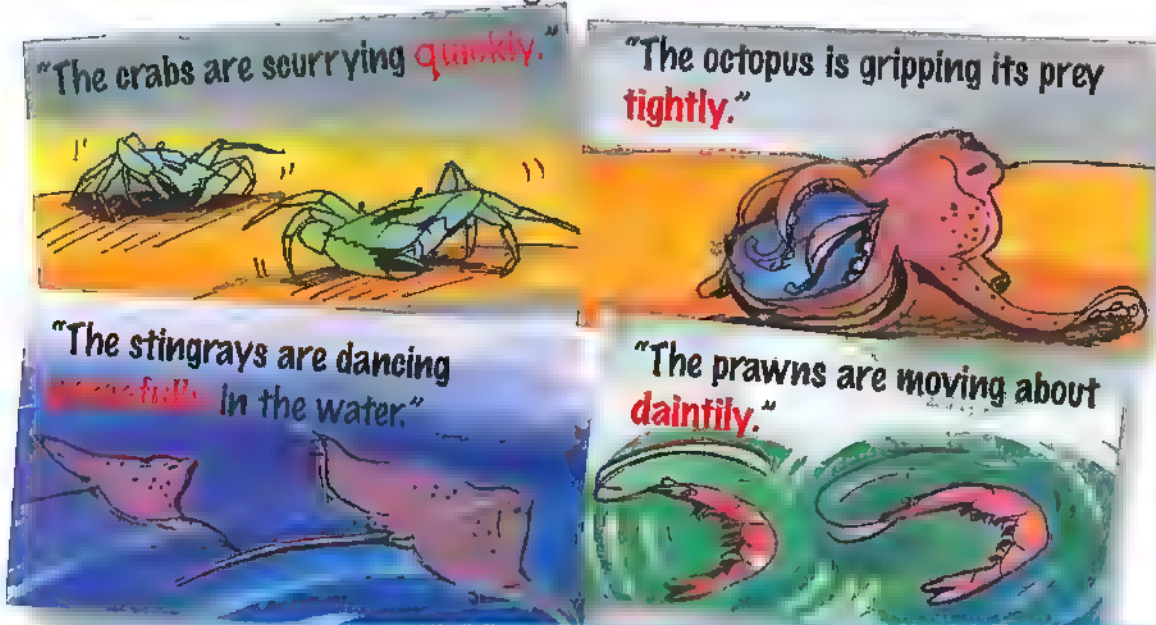


Read the sentences below. Find all the verbs in the present continuous tense.

1. My mother is shopping for a new computer. She is planning to put it in the study room. We are cleaning up the study room to make space for our new computer. We are hoping that it will have a big monitor.
2. The man is hurrying to the ferry because he is trying to be on time.
3. "Are you studying or playing?" asked the teacher.
4. She is tying her shoelaces while he is lying on the sofa.
5. Down at the quay, a man is fishing. A manta ray is gliding through the water. The little fish are jumping.
6. A crafty cat is licking his lips. What do you suppose he is thinking?



The commentator in the documentary film which Ben and Raju's class is watching tells them how the different sea creatures are moving.



The words in red in the sentences above are **adverbs**. An adverb tells us more about a verb. It often tells us **how** the action takes place:

How are the crabs scurrying? **Quickly**.

How are the stingrays dancing? **Gracefully**.

We add **-ly** to adjectives to make most adverbs:

brisk	→	briskly	crazy	→	crazily
slow	→	slowly	dainty	→	daintily
smart	→	smartly	angry	→	angrily
careful	→	carefully	hasty	→	hastily
beautiful	→	beautifully			

Watch out for words that end in **-y**. We change the **y** to **i** before we add **-ly**.



Use adverbs to describe how other ocean creatures that you know of move.



"I love the ocean and its animals!" exclaimed Raju.
 "Let's write an information report on blue whales for our classmates. They will find out what amazing creatures blue whales are too."



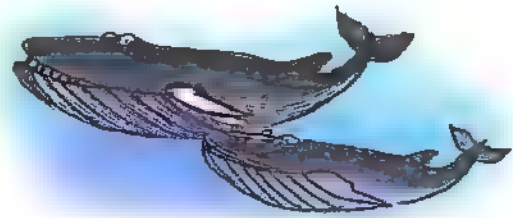
"How about making a list of questions about blue whales first?" asked Ben. "That would help us look for information about them."

Raju and Ben made use of the question words **who**, **what**, **why**, **when**, **where**, **which** and **whose** to ask their questions. They also used the question word **how**. The questions they wrote will help them look for specific information about blue whales.

Here are the questions Raju and Ben came up with to help them find information to write their report.

When do blue whales breed?

We use **when** to ask about the time something happens.



Where do blue whales live?

We use **where** to ask questions about the place something is or happens.

Who is a danger to blue whales?

We use **who** to ask questions about people.



Whose actions do blue whales fear the most?

We use **whose** to ask which person something belongs to or is connected with.



What do blue whales eat?

What do blue whales look like?

We use **what** to ask questions about things or happenings.

How do they feed their young?

How do they breed?

We use **how** to ask questions about the way in which something is done.



Which oceans do blue whales live in?

We use **which** when we want to identify the exact person, object or place.

Why do blue whales sing?

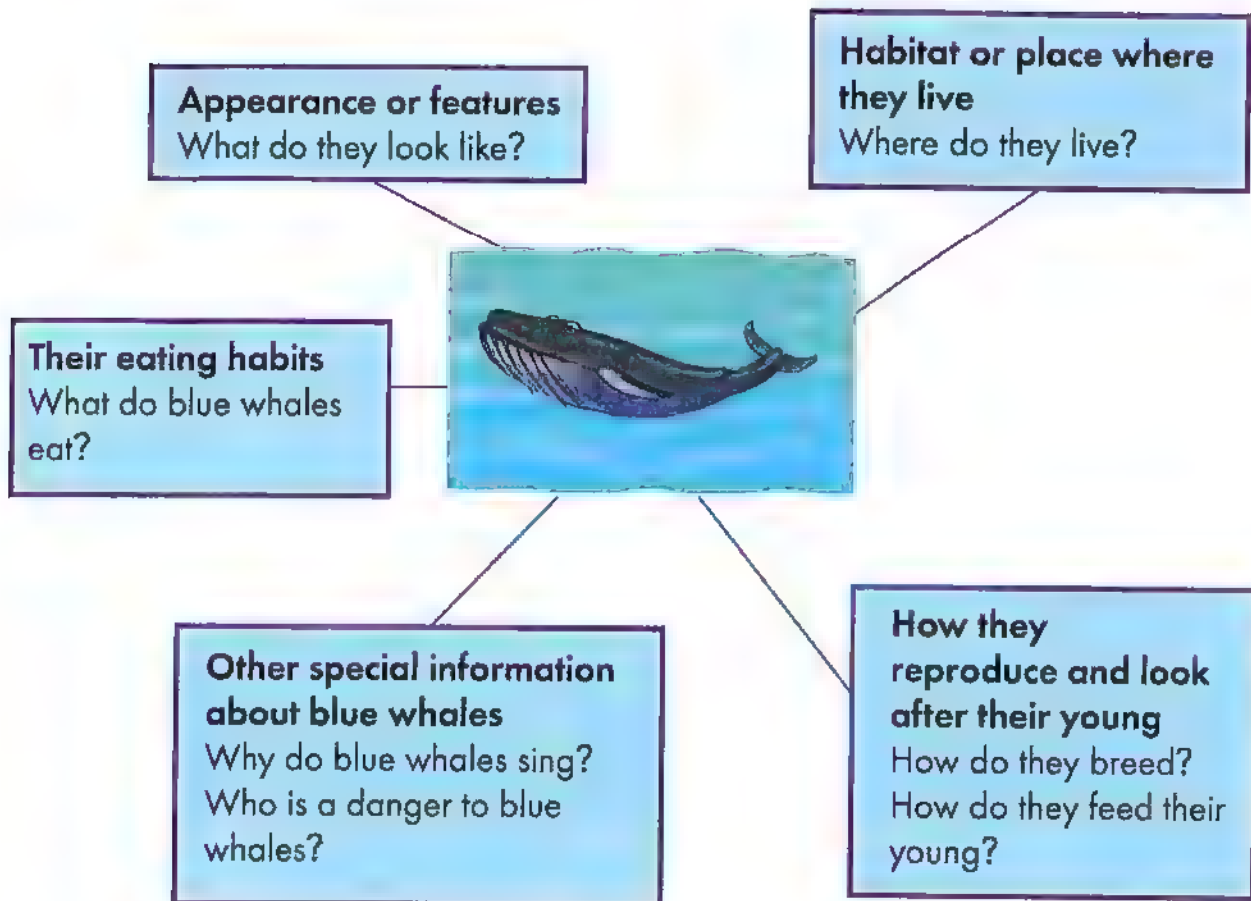
We use **why** to seek the reasons for something.

An information report usually answers such questions about a topic.



We use the question words **what, which, who, how, when, where, whose** and **why** to **ask for information**.

Next, Ben and Raju grouped the questions under categories or subheadings.



"Now, let's go to the library and read some books or surf the Internet to find information that answers these questions," Ben said to Raju.



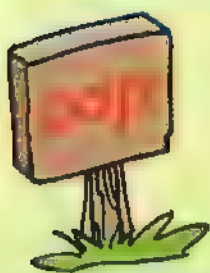
Use the questions Raju and Ben asked to find out more information about blue whales. Then, write a class report on blue whales.

Long and Short Vowels

a, e, i, o and **u** are the **vowels** in English.

Each vowel can make two sounds — a **short vowel sound** and a **long vowel sound**.

If there is only one vowel in a word, then it mostly makes the short sound.



In the word **cap**, there is only one vowel **a**. It makes the short sound.

Read these words aloud. The vowels make a short vowel sound in them.

cat bet bit cot put

But not all one-vowel words behave in the same way. Read these words aloud. Take note of the vowel sound in each of them.

she we be he to

When the same vowels come together in a word, they make the long sound.



In the word **coop**, the two **'o's** come one after another. Together, they make the long vowel sound.

Read these words aloud. The vowels make a long vowel sound in them.

been boot deep sleep

Read the following sentences aloud. Take note of the vowel sounds in the words in red. Which word has a long vowel sound and which has a short one?

1. "Pull him out of the pool!" shouted Ali.
2. Don't throw the beans into the bin.
3. The farmers reaped the grain and ripped open the sacks for the new season.
4. "I am full of bright ideas, I am no fool," the newcomer said.
5. All the pupils are hit by the weather. They can't study in this heat.
6. The robbers piled up a lot of loot in their secret hiding place.
7. The boy hid all his toys. He paid no heed to his mother.
8. The naughty boy beat and bit the other children in the playground.
9. Take a dip in the pool. The water is not too deep.
10. Look at John grin at the green cartoon characters!

5 Come to My Party



John wanted to make invitation cards for his birthday party. He wondered how to make them.

"Do you know how to begin writing an invitation card, John?" his mother asked.

"Not really," said John. "Could you help me, please?"

This is what John's mother told him to do.

“You can start by saying 'Please come to my birthday party' or use other phrases such as 'You're invited to...' or 'It's a party'. Always ask people politely.

Next, use the question words **what, who, why, when, where** and **how** to help remind you of all the information you need to provide in an invitation card.

Who are you inviting?

Ben

What is happening?

I am having a party.

Why are you having a party?

It is my birthday. I will be nine years old.

When is your party?

Saturday, 23 March 2002

3 p.m. to 7 p.m.

Where is your party to be held?

16 Holland Terrace

Singapore 645205

How can your guests let you know that they are coming?

R.S.V.P.

Please write or call me at 6723 4567

Remember to end your invitation by writing a closing phrase and your name.

Don't forget to ask for a reply. At the bottom of the card, most invitations ask people to reply. You can use 'R.S.V.P.' to mean 'Please reply'. Then, you will know how many people are coming to your party.

”

John followed the instructions his mother gave him and made the invitation cards.

Then, he drew coloured stars and balloons on his cards. They looked terrific.

Look at John's invitation card. Identify where the information is given on the card. Check it with your partner.



What is happening?

Who is being invited?

Why is there a party?

When is the party?

When will the party begin and end?

Where will the party be held?

★ ★ PLEASE COME TO MY PARTY ★

To: Ben
 Why: I will be nine years old.
 Date: Saturday, 23 March 2002
 Time: 3 p.m. to 7 p.m.
 Place: 16 Holland Terrace
 Singapore 645205
 From: John

R.S.V.P.
 Please write or call me at 6723 4567

Take note of John's use of full stops and capital letters. Point them out to your partner.



Who is the host?

Does the host want a reply?
 How can the receiver of the invitation reply?

A good invitation gives information which answers the question words **what, who, why, when, where** and **how**.



Ask your parents for old invitation cards which you may share at school. Use the questions above to identify the information on them.

• Oral Interaction

After John had made all his invitation cards, he mailed some of them to his friends and cousins whom he had not seen for some time.

The next day, John also gave out the rest of his invitation cards to his friends at school. His schoolmates were very excited when they saw the colourful cards.

They thanked John politely for the invitation.



Some of John's friends also said that they would ask their parents and let him know if they could go to his party.

Thank you, John.
I'll ask my mother if I
can come. I'll let you
know tomorrow.



Thank you, John.
I'll ask my parents
tonight.

This looks great!
I'll telephone and let you
know tonight, John.

**Thank you
very much. I'll
have to ask my
father.**

Other friends thanked John for the invitation but apologised for not being able to go to his party. Some also explained why they could not attend his party.

Thanks, John.
I'd love to come but I'm
sorry I can't. We're going
to my uncle's house for
the weekend.



**This looks like
fun, John, but I'm
sorry I won't be able
to come.**



Imagine that your partner has invited you to his or her party. Try different ways of replying to the invitation politely.

At school, all of John's friends were very excited about his party. They asked each other questions about the party.

Are you going by bus?



Yes, I am.

Is John's party on a Saturday?



Yes, it is.

Should we go early and help John?



Yes, we should.

Shall we give John a present?



Yes, of course.

Can I go with you to the party?



Yes, sure!

Can I go with you to the party?



No, you can't because I am not going.

We usually ask **Yes/No questions** to:

- confirm information,
- make suggestions, or
- ask for permission.

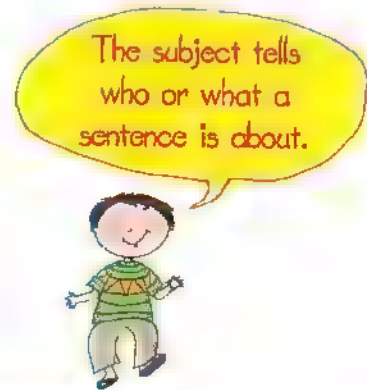
We use the correct form of the verbs **be** or any of the **helping verbs** such as **may**, **can**, **will** and **shall** to ask **Yes/No questions**.

Decide with a partner which of the above questions seek to:

- confirm information,
- make suggestions, or
- ask for permission.



In **Yes/No questions**, **is/am/are/was/were** or the **helping verb** comes first. The other verb comes after the subject of the sentence.



Question	Answer
Are you going by bus?	Yes, I am going by bus.
Can I go with you to the party?	Yes, you can come with me to the party.
Should we go early and help John?	Yes, we should go early and help John.
Is it a fancy-dress party?	No, it is not a fancy-dress party.
Will you give John a present?	Yes, I will give John a present.
May I go home with you after the party?	Yes, you may come home with me after the party.



In a group, make a list of nine Yes/No questions to confirm information, ask permission or make suggestions about a school event.

Two days later, Mei received John's invitation card in her letterbox. She showed her mother John's invitation to his birthday party.

"Of course, you may go, Mei," said her mother. "You must write a reply to John right away."

Mei sat down at her table with her coloured pens and paper. "What shall I say? How do I write a reply, Mum?" she asked her mother.

This is what Mei's mother told her.

First, write your
address at the top of your paper.

Write the date under your address.

Next, write 'Dear John,'.

Then, thank him for his invitation. Politely say whether
you can or cannot go to the party.

You can talk about how you feel about
the invitation.

Finally, write an ending like 'From,' and
write your name below it.





*25 Harbour Road
Singapore 346791*

Address

11 March 2002

Date

Dear John,

Greeting and name of person

*Thank you for your invitation.
I can go to your party on Saturday.
I am looking forward to it a lot.*

Polite explanation of
whether the person invited
can or cannot attend

*From,
Mei*

Ending



Look at Mei's reply and identify each part of it.
Think of other types of invitations that need a reply.



Mei's mother explained to her how to behave at a party. She said, "When we go to a party or a special event, we should know how to behave and what to say."

It is usual for guests to take along a gift for the person who is having a birthday. We greet the hosts of the party when we arrive. If you are the host, be sure to thank your guests for their greetings and the gifts they bring.



You should take part in the party games and be a good sport. Congratulate the winners in the games."

Well done, Suel
You are the winner!



"When you win a prize in a game, be sure to thank the host for it politely," Mei's mother reminded her.



"At the end of the party, or before you leave, thank the host and his or her parents for having you."

Thank you for a
lovely party.

I really enjoyed
the party.

Thank you for
coming. We enjoyed
having you here.

Thank you.
Goodbye.

Thank you for
having me.

I'm glad you came.
Thank you for the
great presents.

Imagine that you and your classmates are the children at the party. Role-play the events shown in these pictures. Can you think of any other polite phrases you could use at this party?



At John's birthday party, everyone had a great time. They all loved the crackers and hats, as well as the balloons and prizes for the games.



When we speak, we can say **have** or **have got**, and **has** or **has got**.

I **have** a toy car.

She **has got** a toy car.

We use **have got**, with **I**, **we**, **you**, or **they**.

When we say **have got**, we can shorten it to **'ve got**.

I **have got** a toy car.

I **'ve got** a toy car.

They **have got** new books.

They **'ve got** new books.

We only use 'have got' or 'has got' to **talk** about something we own or possess. We don't usually use it in writing.



We use **has got** with **he**, **she**, or **it**.

When we say **has got**, we can shorten it to **'s got**.

She **has got** a toy car.

She **'s got** a toy car.

The verb **have** can show that we own or possess something. We can shorten **have** to **'ve** and **has** to **'s**.

Do you like sandwiches?

I love sandwiches.

I **have** them for breakfast every morning.



What do you think John likes to eat?

I think John likes to eat fruit. He **has** them for recess most of the time.

We can also use the verb **have** to mean **eat**.

Tell your partner two things that you possess and two things a member of your family owns.



In class, John and his classmates looked at some old invitation cards. "They are all different," John said. "But in some ways, they are all the same."

Mr and Mrs Steven Ling
are pleased to invite
Mr and Mrs Hamzah bin Ali
to the wedding of their daughter,
Elizabeth Jane Ling to Matthew Brian Old.
The ceremony will take place at
St Vincent's Church, High Street
on 14 November 2002, at 2 p.m.
A reception will be held afterwards at the Hyatt Hotel
from 3 p.m. to 11 p.m.

R.S.V.P.
Regrets only
by 10 October to
Matthew: 6702 9522
Elizabeth: 6501 1116

To: Mary
I am going to be five.
Please come to my birthday picnic
on Saturday, 3 February 2001,
from 2 p.m. till 5 p.m.
Meet at the park under the big trees.
From: Maria
Please reply.
Tel: 6132 4657

To: Mr and Mrs L. P. Tan
You are invited to the annual ball for
City Country Club members
on Saturday, 15 December 2002,
from 7 p.m. to midnight,
at the Grand Ballroom, Pacific Hotel.
Dress: Formal.
From the City Country Club Recreation
Committee.
R.S.V.P. by 30 November 2001.
Melanie: 6757 6123



Look at the invitation cards. Can you see what John meant? How are the invitations the same or different? Talk about them with your partner.



Discuss with a partner who sent each card. What kind of event was each invitation for? What other information does each card provide?



6 Performing Is Fun!



When Leo went to Indonesia for a holiday, he watched a traditional puppet show. He wrote a letter to his friends about his experience.

Royal Orchid Hotel
No. 7, Jalan Bunga
Jakarta 12217
Indonesia

10th March 2002

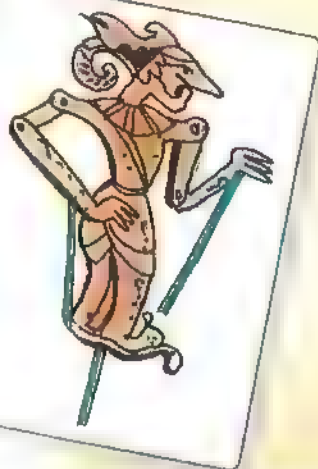
Dear Sarah and Ben,

Hope you are well. I am having a great time in Indonesia. Yesterday, I watched a *Wayang Kulit* puppet show. I was told that *wayang* means 'shadow' and *kulit* means 'leather'. The puppets are called *Wayang Kulit* puppets because they are made of leather and their shadows are cast on a screen during the show. Light can shine through the puppets since each one has a pattern made up of many holes.

When dusk fell, the puppet show began. I sat in the front row of the audience, facing a large, white screen. I watched the moving shadows of puppets on the screen and listened to the stories accompanied by music.



Why are the puppets called *Wayang Kulit* puppets?



After the show, I went behind the screen to find out how the puppets moved and spoke. I found that there was only one master puppeteer and no other performers. The master puppeteer made all the puppets move and produced all the voices. He had a helper who handed him different puppets at the right time in the stories. The master puppeteer also directed a group of musicians who played different musical instruments.



I asked the puppeteer about the *Wayang Kulit*. He told me that *Wayang Kulit* is usually played overnight from evening to dawn, at celebrations such as weddings. He said that long ago, people were a little afraid of the puppets as they believed that the puppets were magical and had the souls of their ancestors inside them.

I really enjoyed the *Wayang Kulit* show. I had never seen anything like it before. That's all, for now. See you soon in Singapore.

Your friend,
Leo

How did
Leo feel about
the puppet
show?



In a **personal recount**, the writer tells about an activity that he or she has been involved in.

Personal recounts are mostly in the **past tense** because they tell us about things that have already happened.

Who and what is
this personal recount
about? When and where
did it happen?



Identify five verbs in the past tense in Leo's personal recount.

Here are some things that people said about the puppet show.



Long ago,
people went to puppet
shows **as** there was
no television.



Children like
going to puppet shows
because they are so
entertaining.



She could not
go to the puppet show
for she had mumps.



Light can pass
through the Wayang Kulit
puppet **since** it has a pattern
of many holes.



Leo sat in front
because he wanted
a good view.

We couldn't watch
the puppet show **since** there
were no more seats.

Connectors join two sentences. Connectors like **as**, **for**, **because** and **since** are used to say why something happens, why somebody does something, or why you are suggesting something.

In the sentences above, the words that follow the connector explain why something happened:

Leo sat in front because he wanted a good view.

↑
what Leo did

↑
why he did it



Look at Leo's recount again. Find examples of connectors in it.

When Leo returned home, he told his grandfather about the puppet show.

He said, "When I watched the show, I tried to think about what was going to happen next."

His grandfather asked him if his **guesses** were correct.

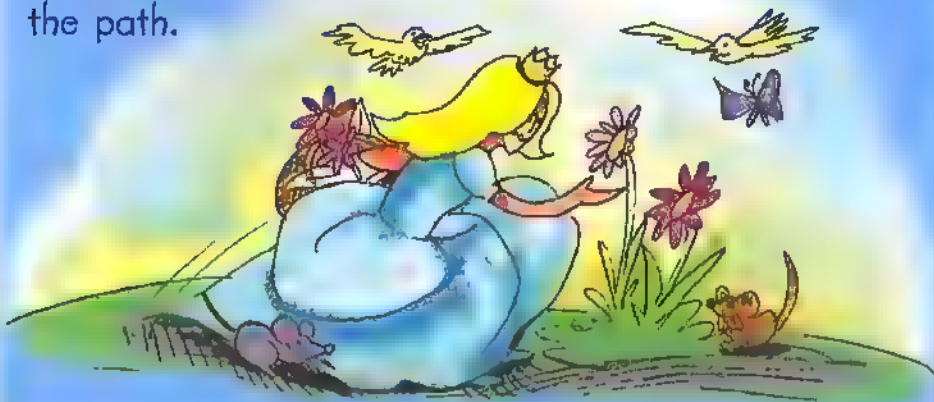
"Some were and some were not," replied Leo. "But thinking about what would happen next in the story made it more interesting."

"I borrowed this book from the library for us to read together," said Leo's grandfather. "Let's read it together and see if we can **guess the ending**."

This is the story that Leo read with his grandfather.



One day, a princess was out picking flowers in the woods. As she walked along the path, small birds sang around her. Mice ran and squeaked beside her. The princess picked flowers from bushes and from the ground beside the path.



What other stories does this story remind you of?

As she looked for more flowers, the princess went deeper into the woods and strayed further and further away from the path. Suddenly she realised she had left the path long ago and now she was...



When we make a prediction, we are making a guess about what is going to happen next in the story.

To do this, we may use:

- story illustrations
- clues in the story
- our own experiences.



“What do you think happens next, Leo? How do you think the story will end?” asked Grandpa.



What do you think will happen next in the story above? How do you think it will end? Use the illustrations and what you have read so far to help you. Tell your partner your guesses. Use the words in bold on pages 74 and 75 to help you state your guesses.

Leo looked at the **illustrations** carefully. He noticed that the princess looked happy in the first picture, but in the second, she looked worried.

Leo looked at the illustrations and read the words carefully to make a guess about what would happen next in the story.



Words in the story, such as 'strayed further and further away', also gave Leo ideas about what might happen next.

"Well, Grandpa," Leo said. "**Maybe** she was lost..."

"You're right, Leo," Grandpa agreed. "What do you think happens next?"

"All the stories about princesses I have read had **happy endings**. I am sure this one does too. **So I think** the princess will find her way home again," replied Leo.

Leo thought about the stories he had read to guess how the story would end.



"Hmm," said Grandpa. "But how will that happen?"

"On the first page of the story, we read that there were mice and birds around the princess as she walked in the forest. **Perhaps** they will help her find her way home," Leo thought aloud.

Leo used the information in the story to guess how it would end.

"Good guess!" said Grandpa. "**Let's see if you are right.**"



Were your guesses the same as Leo's? How were they the same or different?

The princess was terrified. "Oh! How shall I ever find my way home again?" she cried.

To her amazement, the birds and the mice around her spoke to her!

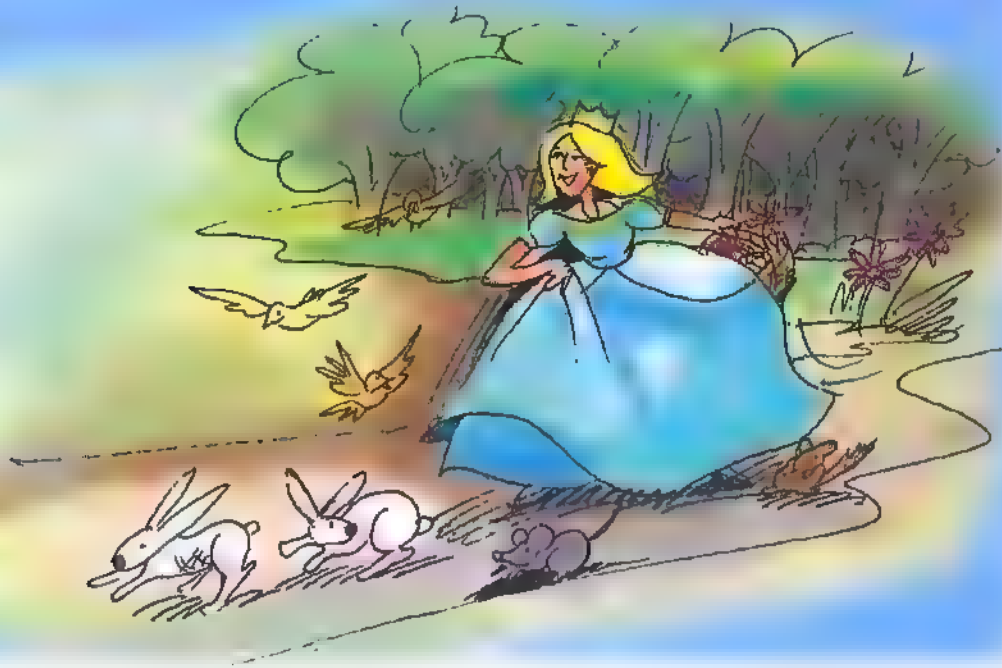
"Don't worry, little princess!" chirped the birds as they flapped their wings. "Your father, the king, is kind to us. He gives us cake crumbs every day. We will fly ahead and see where the path back to the palace is."

"Don't worry, little princess," squeaked the mice as they scurried ahead of her. "Your mother, the queen, leaves cheese for us every day. We will run ahead of you and show you the way back."

"Thank you, dear friends," said the princess.



So, the birds flew ahead and found the way back. Together with the mice, the birds showed the princess the path back to the palace. Finally, the princess waved goodbye to her friends and ran home happily.



"Clever boy, Leo. You were absolutely correct!" exclaimed Grandpa.



We use:

- story illustrations,
- clues in the story, and
- our own experiences

to help us **make predictions** about what is going to happen next in a story or how the story will end.

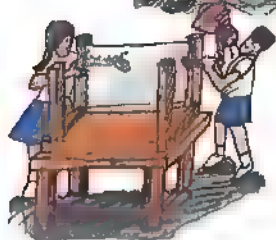
Read a story together with a partner but don't read the whole story first. After reading each part, try to predict what will happen next. Then, read the next part of the story to check if your predictions were correct.



At school, Leo told his class about the puppet show. Everyone was very interested. The teacher and the pupils decided that they would like to make puppets and a puppet theatre. The teacher asked Leo to plan how they would do it.



Leo said, "First, we must choose a story to tell with our puppets. Then, we will know which puppets to make."



To make the stage, we will overturn one table. We will place it on top of another table. We will stretch a white sheet between the legs of the upturned table to make our screen. We will hang a dark cloth in front of the lower table so that the puppeteers will be able to kneel behind it when they work their puppets. We will attach a lamp to one of the upturned table legs to cast the puppets' shadows onto the screen.



Then, we shall be ready for our show to begin!"



When we want to write or talk about something we plan to do, we can use **will** or **shall** + **verb**:

I **will/shall tell** a story.

You/he/she/it **will tell** a story.

We **will/shall tell** a story.

They **will tell** a story.



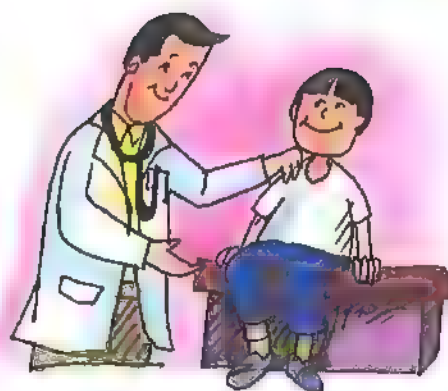
Identify in the text above all the verbs that show what will happen. Tell your partner what Leo and his classmates plan to do. Use **will** + **verb**.

When Leo and his classmates were planning their puppet show, Ali fell and injured himself. The teacher called for an ambulance to take him to the hospital.

At the hospital, a doctor came and looked at Ali. "Tell me your name and what happened," said the doctor.

"I'm Ali. I've got a bump on my head and I've hurt my ankle," said Ali.

"We'll take an X-ray of your ankle. Then, you'll see a nurse," said the doctor. "She'll put a bandage on your head. Then, you'll come back to me. Perhaps I'll have to put a plaster cast on your ankle."



When we speak, we often join two words together to make them shorter. When we write these short forms, we use an **apostrophe** in place of the missing letters:

I am → I'm

I have → I've

I will → I'll

He is → He's

He has → He's

He will → He'll

You are → You're

You have → You've

You will → You'll

Look at the story above and underline all the contractions in it. Say which letters the apostrophe replaces.

Work out the short forms for **she** and **it**. Follow the pattern for the short forms for **he** and the **verbs** in the box above, e.g. She is → she's.

Work out the short forms for **they** and the **verbs** in the box above, e.g. They are → they're. Follow the pattern for the short forms for **you** in the box above.



While Leo's class was planning the show, Leo took notes. Later, when he went home, Leo wrote in his diary about how his class planned the show.

Wednesday, 11th April

Today, in school, my class discussed how to put on the puppet show. First, we decided to tell the story of 'The Three Billy Goats Gruff'. Before we could do anything else, Ali fell and injured himself. Miss Tan called for an ambulance to take him to the hospital.

Next, our teacher said, "You have to choose what you want to do in the show." Some of us wanted to take the puppet parts. I chose to take the part of the troll. Alice, Raju and Deepa chose the parts of the three goats. We also decided to write the script. Ben chose to be the narrator.

Then, we decided who was going to make the stage and puppets. Some people chose to make tickets and programme booklets for the show.

I made a list of people's names for each job and pinned it on the class notice board.

Why do you think Leo used 'has' instead of 'had'?

Finally, everyone in our class has a job to do. Mrs Goh said that we would all be very busy!



Before Leo wrote his recount, he thought about the order in which things happened. He arranged the events in his recount in the order or sequence in which they took place.

Leo used connectors to show the order in which the events took place.

First, we decided to tell the story of 'The Three Billy Goats Gruff'.

Before we could do anything else, Ali fell and injured himself.

Next, our teacher said...

We **also** decided to write...

Then, we decided who was going to make...

Finally, everyone in our class has a job to do.

Words such as **first**, **before**, **next**, **also**, **then** and **finally** help us arrange the events in a recount in sequence.

Use the connectors you learned above to tell your group how you got to school today.



On the day of the puppet show, everything went well. The show was a great success! Leo went home happily and wrote all about it.

Thursday, 19th April

Today, my class performed our puppet show 'The Three Billy Goats Gruff' in our school hall for our schoolmates, teachers, parents and visitors.

Our stage worked well and there were no accidents. Meiling brought a desk lamp which lit up the screen brightly. There was music before and after the show, played sweetly by our recorder group.

During the play, there were sound effects. Drums and cymbals crashed loudly whenever the troll appeared, and some classmates tapped hollow coconut shells to make the sound of trotting hooves.

After the show, all the parents and visitors clapped loudly. They said they had enjoyed themselves very much. Our teacher thanked the audience for their support. She said we had all worked very hard and learned to cooperate with one another.

I really enjoyed putting on the puppet show with my classmates.

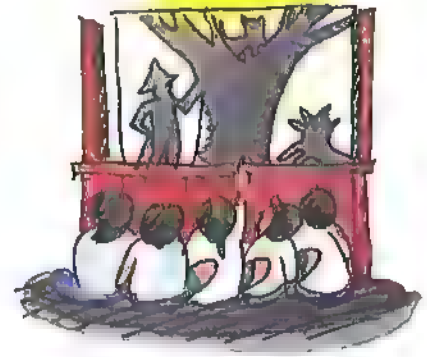
• Beginning • Middle • Ending

At the beginning of his recount, Leo tells us:

- what the event was : The class performed the puppet show 'The Three Billy Goats Gruff'
- when it happened : Thursday, 19th April
- where it happened : School hall
- who was involved : Leo's class, teachers, schoolmates, parents and visitors

In the middle of his recount, Leo gives us details of what happened during the performance:

- The stage
- The lighting
- The sound effects
- What happened after the show



At the end of his recount, Leo writes a personal comment on the event:

- He tells us that he enjoyed doing the show with his classmates.

A personal recount has:

- a **beginning** where the writer sets the time and place, and tells who was at the scene of the events,
- a **middle** where the writer tells about the things that happened, and
- an **ending** where the writer comments on the outcome of the events.

Identify the beginning, middle and ending of the personal recount on page 80.



Double Consonants

Each of the words in the first column below has a short vowel and ends with a consonant. Notice what happens to the final consonant before **-ed/-ing/-er/-est** are added.

hop → hopped → hopping
sip → sipped → sipping
grab → grabbed → grabbing

red → redder → reddest
wet → wetter → wettest
sad → sadder → saddest

In English, double consonants sound the same as single consonants, but they make a difference to the vowel in front of them. Double consonants make sure that the vowel before them remains short.



Here are some words with double consonants in the middle.
Notice that the vowel sound before the double consonants in each word is short.

dollar	follow	gallon	swallow
butter	cotton	pretty	tomorrow
sorry	pepper	happen	ribbon
lesson	ladder	dinner	tennis
carrot	umbrella	million	attic

Look at these words. Can you see the difference in each pair?
Next, read each pair out loud. Say which word has the long vowel and which one has the short vowel in each pair.

hopping	hoping	bonny	bony
bitter	biter	supper	super

How do you think these words would sound if the double consonant was single?

fellow	matter	redder	happy
--------	--------	--------	-------



7 Hello, May I Speak to...?



One day, Maria read a very interesting book about telephones at the Reading Corner in school. Here's what she learned about the telephone.

How the Telephone Was Invented

Do you have a telephone in your home? Who uses it?
Do you use it?

Today, we take the telephone for granted. One hundred and twenty years ago, people were not so lucky.



Did you know that a Scotsman, named Alexander Graham Bell, invented the telephone? He was very interested in how humans make and hear speech, because he was a teacher of the deaf. He was a busy man who taught all day long and worked in the evenings too. He learned about how the human ear hears sound and began to experiment with sending sounds.



First, he looked at the way *telegraph messages were sent. He improved the method, so that many messages could be sent down one wire at a time. While he was doing this work, he made a discovery. He learned how sound could affect the strength of an electric current in a wire. This was his breakthrough.

He experimented some more by linking his new discovery to what he already knew about speech. He invented a microphone that could send sounds of speech down a wire. Then, he invented a receiver that could collect incoming speech sounds. These became the two main parts of a telephone.

One day, when Bell was in his laboratory, he spilled some acid on his trousers. Over the microphone, he called out to his assistant for help, "Mr Watson, come here! I want you!"

At that time, Mr Watson was on a different floor of the building. But he heard Bell's voice clearly over the new device. He raced into Bell's laboratory and told him the news.

Bell had invented the first telephone. It was 10th March, 1876.

*telegraph — a machine for sending messages over long distances.



Find out how one of these was invented:

- television
- x-ray machine
- computer
- laser beam

When Maria got home from school, she telephoned her mother at work to tell her she had arrived safely.

- Operator : Hello.
- Maria : Hello, may I speak to Mrs Betsy Lee, please?
She works in the bakery. This is Maria Lee.
- Operator : Please wait a moment. I'll put you through.
- Maria : Thank you.
- Maria's mother : Hello.
- Maria : Hello, Mum.
- Maria's mother : Hello, Maria.
- Maria : I just got home, Mum.
Now, I'm going to do my homework.
- Maria's mother : That's good, Maria. I will be home at six o'clock.
Goodbye.
- Maria : Bye, Mum.



Do you think it is a good idea to let your parents know where you are? Why do you think so?



When we make a telephone call, we use polite language. We use words and phrases like **'Hello'**, **'May I speak to...?'**, **'Please hold on'**, **'Please wait a moment'**, **'Thank you'**, **'Thank you for calling'** and **'Goodbye'**.



With a partner, role-play making a telephone call to your parents to let them know:

- you have reached your grandparents' home safely.
- you have reached the library safely.

Maria's mother said, "I'm really proud of the way you call me on the telephone each day after school, Maria. This way, I don't have to worry about you. Could you teach your little cousin Nina how to make such a telephone call?"

"Yes," said Maria. "I will."



Nina, you must have ready the telephone number of the person you wish to speak to. You should also know the person's correct full name and where he or she may be found.



Lift the receiver and key in the telephone number. Listen for a ringing tone.

When someone answers your call, greet him or her and ask politely for the person you wish to speak to. Listen carefully to the speaker's reply.

What do we do after that, Maria?



• Oral Interaction



If the person you wish to speak to is in, just continue the conversation.

Hello, Dad.

Hello, Ben.



Our class is going to the National Museum tomorrow. May I go, Dad?

If the person you wish to speak to is not in, you may either hang up the telephone after thanking the person who answered your call or leave a message.

May I speak to my Dad, Mr Rama, please?

I think your father is having lunch right now.

Could you please let him know that his daughter, Sita, called?
Thank you.



May I speak to
my mother, please?

Her name is
Mrs Dillon.

I'm afraid
Mrs Dillon is busy
with a visitor at the
moment.

That's okay then.
Thank you.



May I speak to
Salmah, please?

She's having
her dinner now. She'll call you
back later. May I know who's
calling?

This is Sita.
Thank you!



• Oral Interaction

Maria's mother said, "Some telephone numbers are very important. Everyone needs to know how to call the Civil Defence or the police."

Maria asked, "How do you call them, Mum?"

Maria's mother showed her how:



First, go to the nearest telephone in a safe place. You don't need any money to make an emergency call.



Pick up the receiver and carefully dial in the number 999 if you are calling the police. Dial 995 for the Civil Defence, and 1777 for the non-emergency ambulance service.



We call the police in the case of a crime or accident and the Civil Defence in cases of fire and other life-threatening situations.



Emergency		Non-emergency
Police	999	Ambulance 1777
Civil Defence (Fire/Ambulance)	995	

Identify yourself.

Tell the operator clearly what the matter is and the full address for them to go to.



For example, if you saw a lot of smoke coming out of a neighbour's flat, you could call the Civil Defence Force and say...



Hello, my name is Maria Lee. I live at Blk 659, Lushing Avenue, #05-25. I see thick smoke coming out of my immediate neighbour's house but there doesn't seem to be anyone at home.

The operator will give the emergency service this information, and they will be on their way immediately.



Let's role-play calling the Civil Defence together. You pretend to be the caller, Maria, and I'll pretend to be the operator.

What do you think are emergencies? Remember that emergency services are for emergencies only. Don't call them unnecessarily or as a joke.



Why should we not call the emergency services unnecessarily?
Work with a partner and role-play calling for the emergency services.

One evening, Maria and Shila try to decide what to get their aunt for her birthday.

It's Aunt Pam's
birthday next week.
What shall we
buy her?



Let's buy her
the best present in
the world.

Yes, let's buy her
the prettiest dress from
her favourite shop.



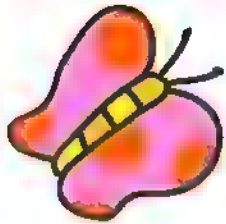
What
about some
jewellery?

Reflect and Write

A quick way to reflect on all you have learned in this book!

Unit 1: Thank You

- 3 closing phrases for a thank-you letter to a friend
- 2 differences between an e-mail and a letter
- 1 letter of the alphabet found in the second half of a dictionary

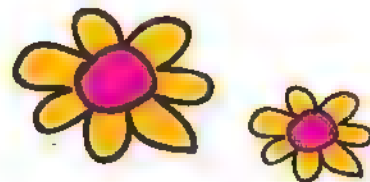


Unit 2: A World of Books

- 3 things you learned about the library
- 2 places where you can find lots of books
- 1 title of a non-fiction book in your school library

Unit 3: Stories That Teach

- 3 adjectives to describe yourself
- 2 important things to think about when you plan a fable
- 1 moral you have learned from a fable



Unit 4: Fascinating Oceans

- 3 interesting facts about the ocean
- 2 questions to help you find information about seahorses
- 1 adjective to describe your favourite sea creature

Whom did he/she wish to speak to?

Who called?

Where was the caller from?

To Kim

When was the call?

At 9 a.m., Peter Sim from Dough Factory called you to ask about the flour delivery. Please call him at 6234 5678.

What was his message?

Who took the message?

*Message taken by
Betsy
10/5/2002*

Match the questions to the appropriate information in this message.



Here are some other messages taken by other people.

To Uncle Anbu

At 4.20p.m., the mechanic from ABC Motors called. Your truck will be ready for collection at 5 p.m. tomorrow.

*Message taken by
Vinesh*

Dwiyasa,

Your guitar teacher called at 3 p.m. to say that tonight's lesson has been cancelled. Please call her at 6452 9128 to arrange for a make-up lesson.

*Love,
Mum*

Maria's mother used six **questions** to help her remember and record telephone messages:

- Whom did the caller wish to speak to?
- When was the call — date and/or time?
- Who called?
- Where was the caller from?
- What was the caller's message?
- Who took the message?



Maria's mother told her more about using the telephone.

"Sometimes at work, I answer the telephone and the call can be for other people. I jot down the message on paper and pass it on. Let me tell you about a message I took this morning."

Hello, this is Peter Sim from Dough Factory. May I speak to Kim, please?

That's fine.
I just need some information about the flour delivery. Could you ask her to call me at 6234 5678 when she comes in, please?

Thank you. Goodbye!



Why don't we
get a nice handbag
for her?



There's a problem
though. We don't have a
lot of money. Only five
dollars.

Shall we do
some jobs for her and
make her a nice birthday
card instead?



Shall I call
John and ask him if he
wants to join us?

Sounds like
a great idea!

We can make suggestions in a number of ways in English:

- **Let's + verb + rest of the sentence:**
Let's buy her a present.
- **Why don't we + verb + rest of the sentence:**
Why don't we buy her a present?
- **Shall I/we + verb + rest of the sentence:**
Shall we buy her a present?

Suggest to a friend that he/she may come to your house for a special event. Are there any other ways of making suggestions?



Unit 5: Come to My Party

- 3 reasons for asking Yes/No questions
- 2 types of invitations for different events
- 1 polite phrase you can say to the host or hostess before you leave a party

**Unit 6: Performing Is Fun!**

- 3 things you learned about puppet shows
- 2 things that can help you make a prediction about a story
- 1 sentence to say why you like or do not like to do something

Unit 7: Hello, May I Speak to...?

- 3 reasons to make an emergency call
- 2 facts you learned about the invention of the telephone
- 1 way you would suggest to a friend that you both play a game



Books I Want to Read



Unit 1

- **A Mixed Postbag** compiled by J. Ling and A. Smith
- **Timothy's Five-City Tour** by Gare Thomson

Unit 2

- **Books, Books, Books** compiled by J. Ling and A. Smith
- **Cities Around the World** by Kathleen Leslie



Unit 3

- **Aesop & Co.** compiled by J. Ling and A. Smith
- **Timothy Toad** by Yvonne Winer

Unit 4

- **Old Man Ocean** compiled by J. Ling and A. Smith
- **Life in the Desert** by Andrew Clements



Unit 5

- **R.S.V.P.** compiled by J. Ling and A. Smith
- **Minerva's Dream** by Katherine Mead

Unit 6

- **Curtain Up!** compiled by J. Ling and A. Smith
- **On With the Show** by Gare Thomson



Unit 7

- **Tell Me About It** compiled by J. Ling and A. Smith
- **Save the River!** by Sarah Glasscock





**See you next
semester!**